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BC Public School Accreditation Program

A Manual for Schools

Available on the Accreditation web site:

http://www.bced.gov.bc.ca/accreditation/

September, 2000

BRITISH COLUMBIA

Ministry of Education

101-01081/

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SUPPORTING REFERENCES

1. BC Regulation 256/94: School Accreditation Regulation *
2. *School Act* 175 (2) (j): School Accreditation *
3. Student Progress Report Order *
4. Examples: Internal Report, School Growth Plan, Annual Report
5. Freedom of Information/Protection of Privacy Legislation *
6. Small Schools Resource Document
7. District Officer Guide to Accreditation
8. External Team Guide to Accreditation
9. Parent Guide to Accreditation
10. Student Guide to Accreditation
11. Evidence Guide, 1999
12. Performance Standards *
13. Foundation Skills Assessment *

* Available on Ministry of Educaton web site.

History of Accreditation

Accreditation is rooted in the *Public Schools Act* of 1887, which established a public school inspectorate. Inspectors reported on student attendance, progress, discipline, management of the school, the mode of keeping school registers and other matters.

Following the Putman Weir Commission report in 1924-25, schools began setting their own standards of student performance. The inspection process involved a written report from the principal and a follow-up visit from an inspector, who made a recommendation about whether the school should be eligible to set its own examinations up to Grade 12.

In 1955 a new "Departmental Accrediting Committee" introduced an accreditation book. Required to be completed and submitted annually by every school, the book incorporated the joint reports of the principal and superintendent. A provincial committee reviewed the book and determined accreditation status. An accredited school was allowed to "recommend" students, exempting them from Grade 12 provincial examinations.

Through the 60s and 70s the focus of accreditation was broadened to include school improvement. Following the Sullivan Royal Commission in 1988, the emphasis shifted from accountability based on external evaluation to school improvement based on self examination and a school growth plan. In the 90s the involvement of parents and students was made mandatory, and greater emphasis placed on the use of student performance data.

In the last five years efforts have been made to simplify the process, to increase its emphasis on improving student performance, and to focus its use as a tool for continuous improvement rather than an event occurring every six years.

Today, accreditation is a collaborative, shared process involving (secondary) students, parents, representatives of the Aboriginal community (if applicable), support staff, teachers, school administrators, superintendents of schools, boards of school trustees and the Ministry of Education. This group of participants, working within each school in the province, is brought together to ensure that our schools become models of continuous improvement.

The program is structured to support the goals of education, the provincial curriculum, the principles of learning and the attributes of the public school system. It reflects current research literature on the topics of program evaluation, school effectiveness and organizational improvement. Through the years accreditaton has provided an important component of the BC education system.

Introduction

This manual accompanies the *Accreditation Policy (Interim): BC Public Schools* and replaces all previous guides and resources to support the Accreditation Program at the school level. The purpose of this manual is to provide school administrators with a practical reference for managing the accreditation process in their school. It offers an outline of the prerequisites for accreditation designation as well as recommendations to increase the value of the process.

The purpose of accreditation is to ensure schools continuously examine, improve, and report on their growth and achievement. It is expected that evidence-based decision making is used for planning school programs and practices. Routinely collecting data over time is the basis for such evidence-based decisions.

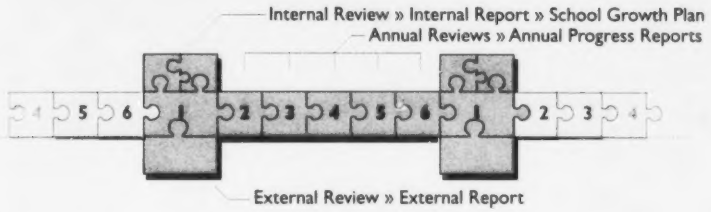
Accreditation is a tool for school planning and evaluation. The accreditation process is designed to provide a framework for the on-going collection of data, periodic review, evaluation, and reporting of results. Setting and implementing goals for school and student improvement and ensuring that the process is open and publicly accountable are key components of the process.

All schools are currently in the accreditation process which leads staff, parents and students through a six-year program of strategies and activities focused on school growth and improving student achievement. School principals should be aware of the position their school has reached in the internal accreditation process.

It should be noted that the School Accreditation Regulation provides the Board of School Trustees with the authority to determine the time required and the manner in which teachers and administrators assist the school in securing accreditation.

The accreditation program includes three required components over the six-year period: the internal review, external review and annual review. This manual is organized to reflect these three components. If your school is going to have its external visit in this year, begin at The Internal Review, page 11. All other schools may wish to begin The Annual Review, page 27.

A Summary of Accreditation Program Activities



Specific activities and reports are required in each of the six years of the process.

Year 1:

- Internal Review: involves the school community in collectively analyzing quantitative and qualitative data in five key areas (Goals of Education, Provincial Curriculum, Equity and Access, Principles of Learning, Attributes of Effective Schools) and in choosing goals for the improvement of student achievement at their school. This provides the basis for the preparation of the Internal Report and the formulation of the School Growth Plan.

For more information, see The Internal Report, p. 11

- Internal Report: presents evidence and analysis from the school's internal review. This report informs the School Growth Plan.

For more information, see The School Growth Plan, p. 19

- School Growth Plan: sets out goals for improvement which are directly linked to the findings presented in the Internal Report.
- External Review: results in an external report, which presents findings of the external review team.

Years 2 - 6:

- Annual Review: involves collecting required school and student information as well as information provided by the Ministry and, for those schools which have completed Year 1, implementing the School Growth Plan, evaluating success in implementing the plan and making adjustments as required. This information provides the basis of the Annual Progress Report.

For more information, see The Annual Progress Report, p. 28

- Annual Progress Report: presents an update of school achievement related to the goals of the School Growth Plan as well as a small set of student performance indicators.

In order to assist in the preparation of reports and ensure consistency across the province, templates have been designed incorporating all the necessary elements of each component of the process. These templates are provided in Appendix 5: Templates.[1] To help you correlate the template pages with the information in this manual, the pages have been reproduced in a simplified format in the margins.

The Accreditation Policy, and additional pertinent information related to accreditation, are available on the accreditation website:

http://www.bced.gov.bc.ca/accreditation/

[1] The use of alternate templates may only be considered when the district receives approval from the Ministry that the model to be used meets basic requirements for accreditation.

The Internal Review

The internal review is an ongoing process of reflection, data collection, analysis, goal setting and reporting related to school growth and student achievement. Qualitative and quantitative information in five key areas of education is collected and analyzed to identify strengths of the school and areas requiring improvement. These five key areas are:

- Goals of Education
- Provincial Curriculum
- Equity and Access
- Principles of Learning
- Attributes of Effective Schools

The school collects required school and student information as well as information provided by the Ministry.

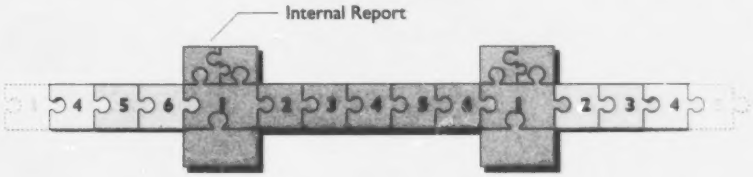
The accreditation process is intended to be a collaborative, shared process. It is important that administrators, staff, parents and students (Grades 8-12) be involved in all parts of the internal review. The roles and responsibilities of the school community are specified in the Accreditation Policy.

See Appendix 2: BC Public School Accreditation Policy

In undertaking the internal review, schools develop two documents: The Internal Report and the School Growth Plan.

The Internal Report

The internal review process of data collection and analysis culminates, every six years, in a formalized Internal Report.



For the template for the Internal Report, see Appendix 5: Templates

This report includes the following components, listed in the order in which they appear in the template for the Internal Report:

- List of participants
- Summary of procedures
- Declarations
- School community involvement
- School and community context
- Mission statements
- Record of Evidence
- Key question analysis summary

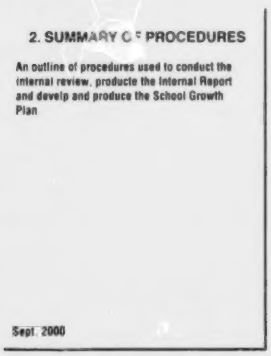
Specifics of each component of the Internal Report are described below.

1. LIST OF PARTICIPANTS

Sept. 2000

List of Participants (required)

This page provides information identifying the school and lists those who are involved in the internal and external review.


2. SUMMARY OF PROCEDURES

An outline of procedures used to conduct the internal review, producte the Internal Report and develp and produce the School Growth Plan

Sept. 2000

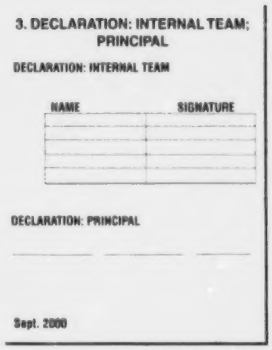
Summary of Procedures (required)

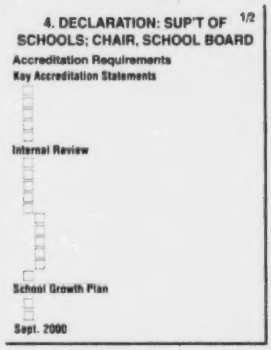
Procedures used to conduct the internal review and produce the Internal Report are described in this component. Typically, this brief description includes the internal review timeline, the committees involved and any notable features of the process. It is recommended that this summary be concise, and be presented in point form.

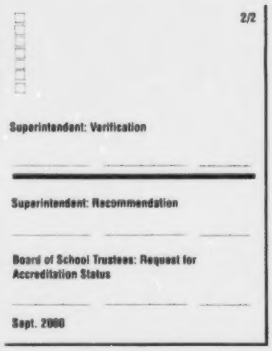
Declarations (required)

Declaration: Internal Team; Principal

Internal team members certify that the school has complied with the requirements for conducting the accreditation process. The principal certifies that the information provided is accurate.







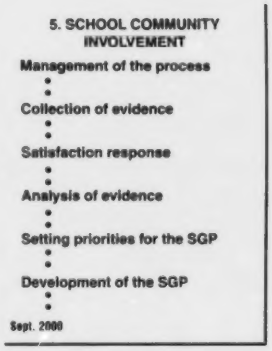
Declaration: Superintendent of Schools; Board of School Trustees

First, the superintendent verifies that accreditation requirements have been fulfilled. Then, after receiving the External Report in which the external team has verified accreditation requirements have been met, the superintendent recommends that the School Growth Plan be approved by the Board of School Trustees.

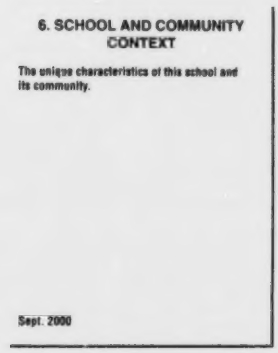
The Board of School Trustees approves the School Growth Plan and recommends to the Ministry that the school be designated as "accredited".

School Community Involvement (required)

The process of internal review and the preparation of the Internal Report involves not only school staff but also students (secondary), parents and the broader school community. A variety of strategies may be employed to encourage participation in the process. For example, a school-based internal review "team" may provide a venue for parents, students (where appropriate) and the broader school community to become actively involved.



Details outlining strategies used to communicate accreditation activities to the school community and methods to involve staff, students, parents and the broader school community are presented in this section of the Internal Report. It is recommended that this description be concise, in note format, and not longer than one page.



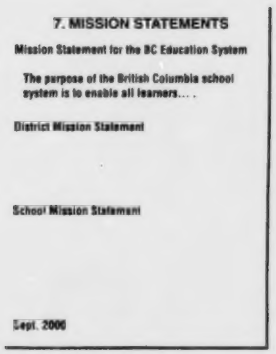
School and Community Context (required)

This section of the report describes the unique characteristics of the school and community. Contextual information should give a brief, concise, informative picture of the school which will provide insight for the school community and for the external review. The following information could be considered:

- enrolment (number and percent) of aboriginal students, ESL students, etc.
- class sizes
- staff roles and responsibilities
- student, parent and school community characteristics
- unique programs or features of the school

The *School Information Profile*, provided to schools each year from the Ministry, contains useful information for this section of the Internal Report.

Schools are encouraged to write and review this section of the report during Years 2 to 6 of the accreditation process so that it can be easily and quickly prepared for inclusion into the Internal Report. One strategy for encouraging student and parent participation in the accreditation process might be to involve them in writing part of this section.


7. MISSION STATEMENTS
Mission Statement for the BC Education System
The purpose of the British Columbia school system is to enable all learners....
District Mission Statement
School Mission Statement
Sept. 2000

Mission Statements (optional)

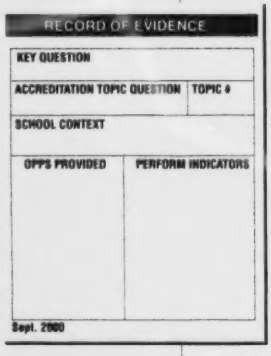
The provincial mission statement for education is provided on the template. The school district and school mission statements should be entered by the school.

Reviewing and updating of the school's mission statement will likely happen throughout the six-year continuum. This is, therefore, not a required task in the external review year. As part of the internal review, the school community should determine whether the current mission statement is still relevant. If not, it can be updated as part of the School Growth Plan follow-up activities.

Records of Evidence (required)

The components of the Record of Evidence for each Accreditation Topic are as follows.

- Key Question
- Accreditation Topic Question
- School Context
- Opportunities Provided
- Performance Indicators
- Satisfaction Response
- Analysis


RECORD OF EVIDENCE

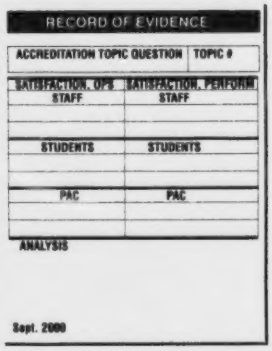
KEY QUESTION

ACCREDITATION TOPIC QUESTION | TOPIC #

SCHOOL CONTEXT

OPPS PROVIDED | PERFORM INDICATORS

Sept. 2000


RECORD OF EVIDENCE

ACCREDITATION TOPIC QUESTION | TOPIC #

SATISFACTION, OPPS: STAFF | SATISFACTION, PERFORM: STAFF

STUDENTS | STUDENTS

PAC | PAC

ANALYSIS

Sept. 2000

Key Question (required) ❶

The collection and analysis of evidence is organized around the following five key questions.

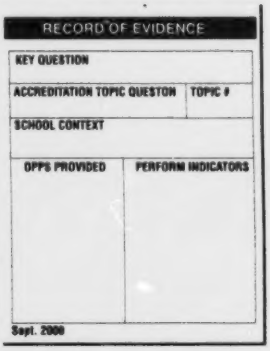
A. To what extent is the school meeting the goals of education? (Goals of Education)

B. To what extent are students attaining the prescribed curriculum? (Provincial Curriculum)

C. Does the school meet the education needs of all students? (Equity and Access)

D. To what extent are the principles of learning guiding educational practice in the school? (Principles of Learning)

E. Is the school a welcoming and caring place where communications are effective, and where members of the school community feel safe and have opportunities for involvement and leadership? (Attributes of Effective Schools)


RECORD OF EVIDENCE

KEY QUESTION

ACCREDITATION TOPIC QUESTION | TOPIC #

SCHOOL CONTEXT

OPPS PROVIDED | PERFORM INDICATORS

Sept. 2000

❶

❷

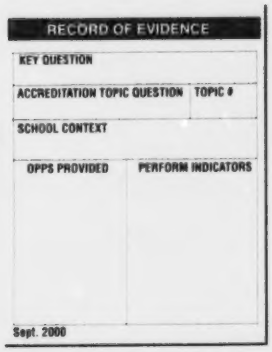
The evaluation of school and student performance is guided by more specific questions called Accreditation Topic Questions, which are associated with specific key questions.

A list of Accreditation Topic Questions is found in Appendix 3

Accreditation Topic Question (required) ❷

All Accreditation Topic Questions must be considered in the internal review. However while data for each topic must be considered, it will not be necessary to examine every topic in depth. Many topics will require only a brief review. This will allow greater time for the consideration of those areas that require further attention.

Where the school community or district believes it to be of value to the internal review, and where it will not be too time consuming,additional topic questions can be added.


RECORD OF EVIDENCE

KEY QUESTION

ACCREDITATION TOPIC QUESTION | TOPIC #

❸ SCHOOL CONTEXT

❹ ❺ OPPS PROVIDED | PERFORM INDICATORS

Sept. 2000

School Context (optional) ❸

Describe context elements specific to the particular topic (e.g., cultural diversity or availability of courses) which will enhance or clarify evidence presented. A brief description of what is valued or emphasized for this topic may also be useful. This information sets a context for the analysis of evidence. For example:

- "For 10% of the population of 262 students, English is their second language." (Topic B1 - How well are students progressing in relation to the Language Arts curriculum?)
- "We value science activities which engage students in the scientific processes and which include hands-on activities. This has been a focus of our school for the past two years." (Topic B4 - How well are students progressing in relation to the Science curriculum?)

Opportunities Provided (optional) ❹

Brief listings of representative school programs and activities or strategies may be included if the collection and analysis of the information is manageable and where the school believes this information will enhance the value of the internal review. Examples of opportunities may include locally developed programs, or student results which can only be understood by looking at the programs or opportunities which the school has in place.

Performance Indicators (required) ❺

Specific indicators for each Accreditation Topic are found in Appendix 4: Required Indicators

The performance indicators are the gauges used to provide baseline data and information about progress towards meeting performance targets. Required indicators are drawn from the following sources:

- school report card results;
- attendance records;
- surveys;
- Foundation Skills Assessment (FSA) results;[2]
- Grade 12 provincial examinations and participation rates;[2]
- grade-to-grade transitions;[2] and
- graduation rates.[2]

[2] Data for these sources are provided by the Ministry of Education.

When examining evidence, schools are encouraged to consider and present the distributions in the performance of different groups within the population as a whole (e.g., primary/intermediate, males/females, or other groups that consistently perform above or below the general population).[3] This information is useful in making decisions about areas of focus for student improvement.

Where there are five or more aboriginal students enrolled in any one grade, the performance of these students must be examined and presented separately.[3]

Additional performance indicators may be included in the Record of Evidence for specific topics of the school's choice where the collection of data is manageable. For example, schools may wish to include indicators associated with specific areas of focus for the school or with previous School Growth Plans (e.g., performance standards used by the school for specific topics).

Satisfaction with Opportunities (optional)/ ❻ Satisfaction with Performance (required)

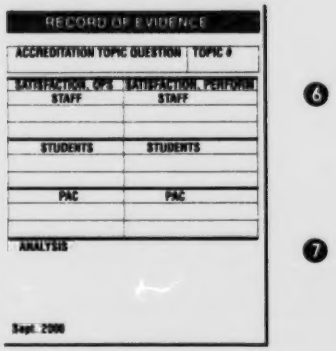
Satisfaction ratings provide an opportunity for staff (including support staff), students and parents to express their satisfaction with school and student performance related to a specific Topic Question. When completing satisfaction ratings, respondents will consider the evidence provided, their knowledge of the school community context and their personal judgment of school and student achievement in relation to the Topic Question.

Satisfaction ratings will be considered when analyzing results for each Topic Question.

Analysis (required) ❼

Analysis is the culminating activity for each Record of Evidence. In the analysis, schools consider evidence and the context of the school in order to make a collective judgment in response to the following guiding questions:

- What do the data say about school and student performance in this area?
- What does this knowledge mean to the school; e.g.:
  - What is the pattern: is performance improving or declining?
  - Is there discrepancy in satisfaction ratings?
  - Does this represent an area of strength or an area where further development is needed?
- What are implications for action?


RECORD OF EVIDENCE

ACCREDITATION TOPIC QUESTION | TOPIC #

SATISFACTION, OPS	SATISFACTION, PERFORM
STAFF	STAFF
STUDENTS	STUDENTS
PAC	PAC

ANALYSIS

Sept. 2000

❻

❼

[3] For consistency with previous years' data requirements and for protection of privacy, schools should collect data only when there are five or more students in an identifiable group per grade.

Examples of Topic Question analysis follow.

> "A high proportion of students is achieving success in this area. These results, together with the high satisfaction levels expressed by all respondents, confirm that this is an area of strength for our school. We will continue to monitor results on a regular basis."
>
> **Or**
>
> "Discrepancy in satisfaction levels suggests a need to revisit this topic with our students. Staff will discuss this with their classes to clarify reasons for low satisfaction, and will consider action based on the outcome."

For details of analysis of Ministry-generated data, see Appendix 4: Required Indicators

Analysis information will provide the basis of summary statements for each of the five key questions and will provide the basis for establishing goal priorities for the School Growth Plan. It is recommended that schools keep responses to the analysis questions above as brief as possible. Point form is suggested.

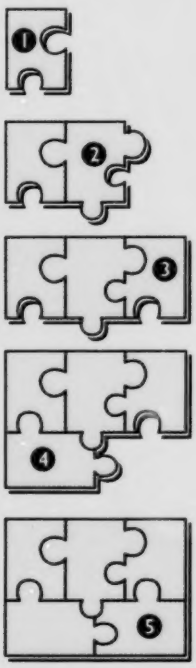
9. KEY QUESTIONS ANALYSIS SUMMARY

Goals of Education
Provincial Curriculum
Equity and Access
Principles of Learning
Attributes of Effective Schools

Sept. 2000

Key Questions Analysis Summary (required)

Summarizing the analysis of the Topic Questions associated with each of the five key questions provides a holistic view of school development and performance.



A. **Goals of Education** ❶
To what extent is the school meeting the goals of education? (Topic Questions A1-A8)

B. **Provincial Curriculum** ❷
To what extent are students attaining the prescribed curriculum? (Topic Questions B1-B9)

C. **Equity and Access** ❸
Does the school meet the education needs of all students? (Topic Question C1)

D. **Principles of Learning** ❹
To what extent are the principles of learning guiding educational practice in the school? (Topic Questions D1-D3)

E. **Attributes of Effective Schools** ❺
Is the school a welcoming and caring place where communications are effective, and where members of the school community feel safe and have opportunities for involvement and leadership? (Topic Questions E1-E6)

To get a complete picture of a school's success, each of the five key questions must be answered.

These summaries provide the school with a useful synopsis of current strengths and areas in need of improvement, and will offer a firm foundation on which to base the School Growth Plan.

Following is an example of a summary for the key question: "To what extent is the school meeting the goals of education?" (Topic Questions A1-A8).

"Strengths

- a high level of student literacy results demonstrated in both report card data and the recent Foundation Skills Assessment.
- a high level of satisfaction in the school community with the implementation of the Effective Behaviour system in our school during the past two years.
- the satisfaction of students and parents with programs and activities offered at the school related to computer technology.

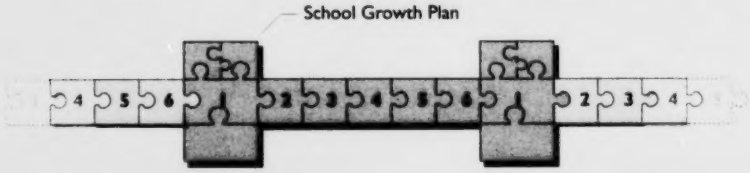
Areas in need of further improvement

- comments in the analysis section for a number of topics indicate there is a need to build school-wide consistency and co-ordination into programs.
- our school resources and programs are not keeping up to date. The school technology plan needs further teacher input and improvement."

The School Growth Plan

Based on an analysis of data presented in the Records of Evidence and the Key Questions Summaries, the school identifies educational priorities out of which specific goals and objectives for school and student performance are developed. Included also is a work plan outlining how and when objectives will be achieved. These are presented in the School Growth Plan, a key element of the internal review process.

For the template for the School Growth Plan, see Appendix 5: Templates



The School Growth Plan is reviewed annually and updated as required throughout the implementation years.

All components of the School Growth Plan must be completed to fulfil accreditation requirements. Specifics of each component of the School Growth Plan are described below.

1. GOALS SELECTION

The process used to set priorities and select the school growth plan goals:

	GOAL	RATIONALE
1		
2		
3		

Sept. 2000

Goals Selection

Two to four goals are identified as priorities for school and student improvement. These goals are broad statements describing the school's direction and intentions to address areas in need of improvement, which are identified through the analysis of the Accreditation Topic Questions and the key questions analysis. A rationale for the selection of each goal is presented and the process used to select each goal is outlined.

Where there are five or more aboriginal students enrolled in a grade, student performance results lead to specific goals for those students. Goals for the performance of aboriginal students and for aboriginal community involvement are set out in the School Growth Plan. If there are more than five aboriginal students enrolled in the school, but fewer than five per grade, the school is encouraged to consider the collective needs of these students in the School Growth Plan.

2. School Growth Plan Template

❶ GOAL	
❷ ❸ OBJECTIVE	PERFORM INDICATORS & PERFORMANCE TARGETS
STRATEGIES	
EVALUATION PLAN	COMMUNICATION PLAN

Sept. 2000

School Growth Plan Template

The components of the School Growth Plan are described below.

Goal ❶

Priorities identified through the analysis in the Internal Report are presented as broad goal statements describing the school's direction and intentions to address areas in need of improvement.

Objective ❷

Objectives are specific areas of focus within the goal area. They describe what students or the school will be able to accomplish when the goal is attained. A maximum of 1-3 objectives to address each goal is recommended.

Performance Indicators and Performance Targets ❸

A performance indicator is the gauge used to show school and student performance. For example, if reading comprehension is to be improved the performance indicator could be a reading comprehension scale.

A performance target is the desired level of school and student performance. For example, the performance target with respect to reading comprehension could be an improvement from 75 percent of students achieving at 3 or better on a four-point scale to 85 percent of students achieving at 3 or better.

Information provided in this section of the School Growth Plan will be used to report achievement in the School Annual Progress Report.

Performance indicators and performance targets should

- be significant, relevant, important;
- accurately reflect performance in the chosen area of focus;
- provide a measure which can be tracked over time (i.e., can be replicated at future dates in order to demonstrate change and trends).

Strategies ❹

Strategies include a wide range of short- and long-term planning details that should have a reasonable likelihood of success.

- Description: specific actions/activities identified for staff and/or the school community.
- Inservice/training needs: specific staff, parent and student in-service training requirements.
- Resources needed: human and physical resources required to implement the strategy are presented.
- Person(s) responsible: specific individual(s) responsible for each action/activity or the process that is used to ensure someone will take responsibility for the action/activity.
- Dates: dates for the beginning and completion of each strategy are assigned. To make the workload manageable, all strategies should not commence in the same year.

Evaluation Plan ❺

A brief description of how progress towards goal achievement will be monitored and how goal achievement will occur and be evaluated.

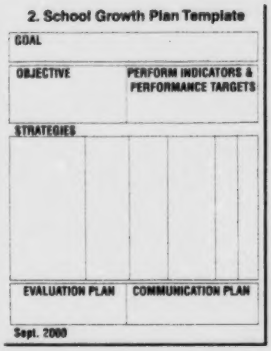
Some considerations for the evaluation plan may include:

- How and what is the most appropriate time to review school and student achievement in relation to this goal and objective?
- What procedures and instruments will be used to demonstrate school and student achievement and to determine improvement?

Communication Plan ❻

A brief outline of how the school plans to communicate school and student improvement associated with this goal.

2. School Growth Plan Template



❹ ❺ ❻

3. PROJECTED COSTS

GOAL	YR 1	YR 2	YR 3	YR 4	YR 5	TOTAL
1						
2						
3						
TOTAL						

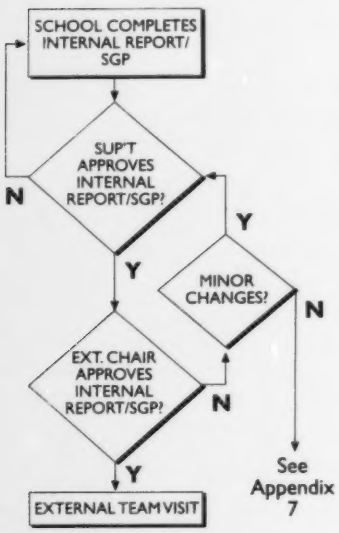
Sept. 2000

Projected Costs

Estimates of the total projected cost to meet the objectives of each goal are to be presented for each year of implementation.

A breakdown of funds provided by the BC Public School Accreditation Program and funds provided from other sources is presented.

ROUTING OF INTERNAL REPORTS



Routing of Internal Report and School Growth Plan

Upon completion and prior to May 1, the Internal Report and School Growth Plan are submitted to the Superintendent. Once the superintendent has approved them, the school forwards these reports to the external team. This must be accomplished at least three weeks prior to the external team visit.

The external team chair confirms that accreditation requirements have been sufficiently fulfilled for the external review to be conducted. If minor changes are required to the Internal Report or the School Growth Plan, the external chair works directly with the school to resolve outstanding issues.

It is anticipated that the external team will visit the school in the Spring and not later than May 30.

The External Review and Accreditation Designation

The External Review

The purpose of the external review is to provide public accountability and ensure the school has satisfied accreditation requirements.

Selection of External Review Team

The external review team normally consists of a chair plus at least two other team members. Teams include school and district administrators, teachers and parents. Occasionally, students or other community members are involved.

The chair person for the external review is chosen by the Ministry in consultation with the district. Members for the external team are selected by the Ministry in consultation with the chairperson. In selecting external team members, every effort is made to ensure that objectivity is maintained and that there is no perceived or actual conflict of interest between the individual members and the school being visited.

External Review Team Responsibilities

The external review team visits the school, conducts interviews (with students, parents, staff, administration and members of the school community), reviews documents and verifies that the school has successfully addressed the accreditation requirements for:

- meeting, or demonstrating acceptable progress towards meeting, expectations of the Ministry and school community with respect to the five key questions;
- completing the internal review and preparing the Internal Report; and
- developing and completing the School Growth Plan and demonstrating the commitment and the capability for its successful implementation.

A checklist of external review criteria can be found in Appendix 6: External Review Criteria

For the template for the External Report, see Appendix 5: Templates

If the external team finds that the school has not met provincial accreditation requirements, the external report includes the rationale for this judgment and recommends actions that, if undertaken by the school, are likely to fulfil accreditation requirements.

District Review

The Superintendent determines if accreditation requirements are met prior to the external review by completing and signing the Declaration checklist which is a required component of the Internal Report.

Upon receipt of the external report, the Superintendent ensures that the school has fulfilled accreditation requirements and provides a recommendation to the Board of School Trustees that the School Growth Plan should be approved.

Accreditation Designation

The Board of School Trustees requests the Minister to designate the school as "accredited" when:

- a recommendation is received from the Superintendent indicating that the external team is satisfied that accreditation requirements have been met and, in the judgment of the Superintendent, the School Growth Plan should be approved by the Board of School Trustees;
- The Board of School Trustees has approved the School Growth Plan.

Accreditation Confirmed

Upon receipt of a request by the Board of School Trustees to designate a school as "accredited", the Minister confirms accreditation requirements have been satisfied and an accreditation certificate is issued to the school. This certificate is co-signed by the Minister of Education and by the Chair of the Board of School Trustees.

A school that has received accreditation status is provided with funding from the Ministry to support implementation of the School Growth Plan.

Accreditation Withheld

If the school does not meet provincial accreditation requirements or if the School Growth Plan is not approved by the Board of School Trustees, the Superintendent develops a strategy, in consultation with the school, to ensure appropriate changes are made. The Superintendent submits this plan to the Minister and the Board of School Trustees by June 30. A revised Internal Report and School Growth Plan are prepared by the school as required. If necessary, a second external review of the school is conducted in the year following the initial external review.

Accreditation funding for the School Growth Plan is withheld until the school is accredited by the Minister.

Funding

The Ministry provides funds for both external review year activities and implementation of the School Growth Plan.

External Review Year

Funds are provided in the external review year to assist the school in:

- conducting internal review activities;
- preparing the Internal Report;
- developing the School Growth Plan; and
- funding the external team visit.

Implementation of the School Growth Plan

Follow-up funds are provided to support:

- the implementation of the School Growth Plan; and
- annual accreditation activities including the Annual Progress Report.

Accreditation funds are to be used only by the school for which funds have been allocated and only in support of accreditation planning and activities. Schools are required to account for the expenditure of these funds in the Annual Progress Report.

The Annual Review

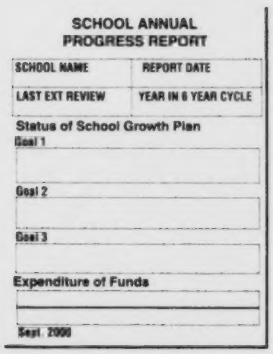
On an ongoing basis, the school regularly collects data and conducts assessments of school and student performance. Information collected by the school includes report card results and attendance data. Ministry-generated information includes Foundations Skills Assessment results, grade-to-grade transitions, provincial examination results and participation rates (Grade 12). In collaboration with the school community, the school reviews and evaluates School Growth Plan goals and performance targets.

Planning accreditation activities to take place throughout Years 2-6 will ensure that the accreditation is seen as a continuous process and will significantly reduce the time needed in Year 1 to prepare the Internal Report. The focus for Year 1 can then be the analysis of results and the development of the School Growth Plan.

The Ministry-designated professional day each year can be used for the collective consideration of accreditation tasks. Possible activies in Years 2-6 might include:

- surveys (mini-surveys at intervals decided by the school);
- mission statement review;
- focus on topics chosen by the school;
- school community context written or reviewed;
- revision of the School Growth Plan;
- communication of progress towards implementing the School Growth Plan.

The Annual Progress Report



SCHOOL ANNUAL PROGRESS REPORT

SCHOOL NAME	REPORT DATE
LAST EXT REVIEW	YEAR IN 6 YEAR CYCLE

Status of School Growth Plan

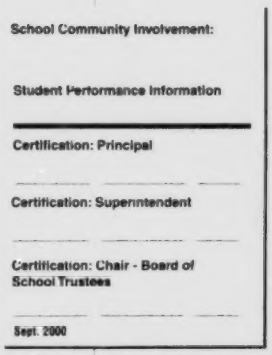
Goal 1

Goal 2

Goal 3

Expenditure of Funds

Sept. 2000



School Community Involvement:

Student Performance Information

Certification: Principal

Certification: Superintendent

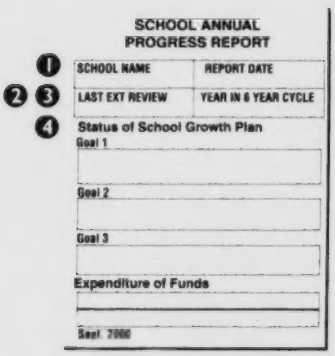
Certification: Chair - Board of School Trustees

Sept. 2000

To meet the demands of public accountability, a status report of the implementation of the School Growth Plan and achievement of goals is prepared. By June 30 each year, an Annual Progress Report is required to be submitted to the Board of School Trustees and is expected to be available at the school for public review during regular office hours.

While schools are not required to submit an Annual Progress Report in the same year that they complete their School Growth Plan and the external team visits the school, they are still responsible for collecting the specified student performance information for this report. Collecting this information, even in the year it is not published as an Annual Progress Report, eliminates a data gap when presenting progress over time.

All components of the Annual Progress Report must be completed to fulfil accreditation requirements.



SCHOOL ANNUAL PROGRESS REPORT

❶ SCHOOL NAME	REPORT DATE
❷ ❸ LAST EXT REVIEW	YEAR IN 6 YEAR CYCLE

❹ Status of School Growth Plan

Goal 1

Goal 2

Goal 3

Expenditure of Funds

Sept. 2000

Report Date ❶

Enter the month and year when this progress report was completed.

Date of Last External Review ❷

Provide the year of the most recent external team visit.

Year in the 6-year Continuum ❸

Accreditation is an ongoing process of reflection, improvement and reporting with an external review every six years. Year 1 is the year of the external team visit, Year 2 is the year subsequent to this external review, etc.

Status of the School Growth Plan ❹

The Status of the School Growth Plan section includes the following information.

Goal

Each goal from the School Growth Plan is presented.

Performance Data

Student performance data, identified in the performance indicators and performance targets section of the School Growth Plan, are collected from the previous year s results and presented.

Performance Targets

Desired achievement targets, as identified in the School Growth Plan, are presented.

Comments

Commentary about progress towards achieving performance targets is presented. A rationale for any significant revisions to goals, objectives, performance targets or performance data, and strategies (and completion dates) is presented in this section.

Expenditure of Funds ❺

For each goal, the projected costs, as indicated on the projected costs section of the School Growth Plan, are identified and the total expenditures to date are presented. For any significant revision to projected costs, a rationale for the revision is included.

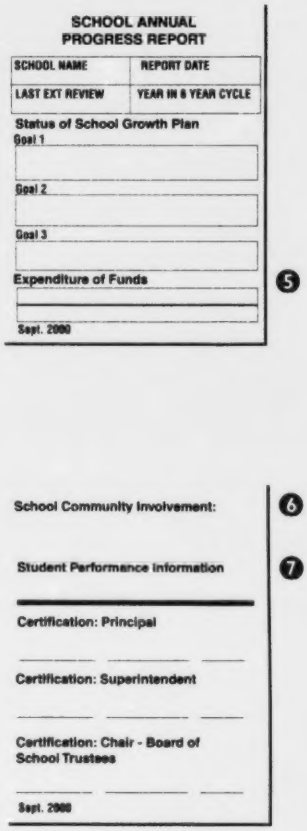
School Community Involvement ❻

The involvement of staff, parents, the aboriginal community (if applicable) and students (secondary) related to the development, review and implementation of the School Growth Plan over the previous year is included.

Student Performance Information ❼

The following student performance information is attached to the Annual Progress Report.

- Assessment of student progress: report cards (K-12), using the previous year's results
- Foundation Skills Assessment (Grades 4,7,10) [4]
- Grade-to-grade transition rates (Grades 6-12) [4]
- Grade 12 examination results (where applicable) [4]
- Grade 12 graduation rates (where applicable) [4]


SCHOOL ANNUAL PROGRESS REPORT

SCHOOL NAME	REPORT DATE
LAST EXT REVIEW	YEAR IN 6 YEAR CYCLE

Status of School Growth Plan

Goal 1

Goal 2

Goal 3

Expenditure of Funds ❺

Sept. 2000

School Community Involvement: ❻

Student Performance Information ❼

Certification: Principal

Certification: Superintendent

Certification: Chair - Board of School Trustees

Sept. 2000

[4] Data are provided by the Ministry of Education

School Community Involvement:

Student Performance Information

8 Certification: Principal

Certification: Superintendent

Certification: Chair - Board of School Trustees

Sept. 2000

Certifications: Principal, Superintendent and Chair-Board of School Trustees 8

The principal certifies that the data contained in the report are accurate.

The superintendent confirms accreditation requirements for the Annual Progress Report have been fulfilled.

The Board of School Trustees verifies that the Annual Progress Report meets accreditation requirements and confirms that by June 30 the report will be available for public inspection at the school during regular office hours.

Appendix 1: Glossary of Terms

Glossary of Terms

Accountability
The obligation to account for responsibilities conferred. Accountability for results is a government-wide initiative to encourage the shift from process-based to results-based organizational management and reporting.

Accreditation Program
The Accreditation Program is a process to ensure schools continuously examine, improve and report on their growth and achievement. This process features a set of school-based activities carried out over a six-year period. During these six years the school conducts an internal review which informs the development of a five-year growth plan. The school is visited by an external team to ensure accreditation requirements have been met. In the years following the external review the growth plan is implemented, annual progress reports inform goal achievement, and the school prepares for the next external review.

Broader School Community
The broader school community includes others who have an interest in or responsibility for the school. For example, in some schools the aboriginal community is a critical part of the broader school community. (*see also* School Community)

Evaluation
The ongoing process of reviewing and making judgments based on the interpretation of evidence.

Evidence
Specific indicators which demonstrate school and/or student success.

Goals
Identified through the analysis of each Accreditation Topic Question and the Key Question Summary, goals are broad statements of intent which describe the school's direction and its intentions to address areas in need of improvement.

Internal Team
A group of persons selected/elected to facilitate, co-ordinate and manage the internal review.

Key Question
There are five key questions upon which Accreditation is structured. These questions represent provincial expectations for Goals of Education, Provincial Curriculum, Equity and Access, Principles of Learning, and Attributes of Effective Schools.

Objective
Statements of specific results to be accomplished in support of achieving a goal. For example, what staff, parents or students will be able to do or will have accomplished if strategies for improvement are successful.

Parents
Refers to guardians and other home care-givers as well as parents.

Performance indicator
Performance indicators are the gauges used to show school and student performance. Example: year-end report card results.

Performance target
Quantitative and measurable performance data against which actual achievement can be compared. Example: increase, by 8% each year, in the number of students in grades 8 and 9 receiving a "C+" in Math.

Required Indicators
Specified data used to assess school and student achievement for each Topic Question.

Satisfaction Response
Staff, parent and student satisfaction rating of school and student performance. Ratings consider data from Records of Evidence, a knowledge of the school community context and a personal judgment of school and student achievement in relation to the specific Topic Question.

School Community
Consists of the staff, students, and parents (*see also* Broader School Community)

Staff
An inclusive term encompassing administrators, teachers, paraprofessionals and support staff.

Strategies
Specific actions which will take place as the school moves toward accomplishing each objective.

Topic Question
A subset of the five key questions which inform school and student achievement.

Appendix 2: Accreditation Policy (Interim): BC Public Schools

ACCREDITATION POLICY (Interim)
BC PUBLIC SCHOOLS

May 30, 2000

BACKGROUND

This Accreditation Policy revises and replaces the previous policy governing the accreditation of public schools. This policy is a refinement to the previous policy, clarifies the purposes and components of school accreditation, streamlines the overall process, significantly reduces the amount of evidence required, and strengthens the involvement of local school boards in the accreditation process. It is intended that these improvements will lead to a more effective program with a major reduction in complexity and workload.

The new policy will apply to schools scheduled to complete accreditation in the 2000/01 school year; orientation sessions have been held for these schools. Revised resources will be distributed to schools in June 2000 and to external teams by fall 2000.

This interim policy and its implementation will be reviewed in spring 2001; further refinements to the policy may be made at that time.

Relevant Legislation
School Accreditation: *School Act* Section175 (2) (j)
Accreditation Progress Reports (Schools): BC Regulation 256/94
District Annual Reports: *School Act,* Section 80; Ministerial Order 156/94

It is intended that Regulation 256/94 and Ministerial Order 156/94 will be revised to align with this policy.

1. PURPOSE OF ACCREDITATION

The purpose of accreditation is to ensure schools continuously examine, improve, and report on their growth and achievement.

2. AN ACCREDITED SCHOOL

A public school accredited by the Minister of Education at the request of the school board has met or has demonstrated acceptable progress toward meeting expectations of the Ministry, the district and the local community.

Provincial Accreditation Requirements
An accredited school has met the following provincial requirements:

School Growth Plan: The school has developed a growth plan that specifies goals for school and student improvement.

Accreditation elements: The school has met, or has demonstrated acceptable progress towards meeting, expectations of the Ministry as well as expectations of the school community in the following areas:

- Goals of Education
- Provincial Curriculum
- Equity and Access
- Principles of Learning
- Attributes of Effective Schools

Internal Review: The school has met criteria for conducting an internal review (see section 3).

External Review: An external team, appointed by the Ministry, has verified that the school has successfully addressed the requirements above (Growth Plan; Accreditation elements; Internal Review).

School District Expectations
The school growth plan must be approved by the board of school trustees.

3. INTERNAL SCHOOL REVIEW

Review Process
School principals are responsible for leading the accreditation process. Principals and vice-principals have a responsibility to ensure that the process encourages reflective planning and provides opportunities for school staff to set direction for improvement and growth of the school. Whatever process is selected, the internal review will involve

school administrators, teachers, support staff, students (secondary) and parents. Where aboriginal students are enrolled in a school, representatives of the aboriginal community should be actively involved in the internal review.

This review process should be considered part of the school's on-going efforts to examine, improve, and report on its growth and achievement.

Internal Report
Once every six years the school prepares an internal report that includes the following:

School Growth Plan: The school growth plan identifies priorities for the school for the next 2-3 years. The plan specifies goals and objectives for school and student performance based on an analysis of evidence and a work plan that indicates how objectives are to be achieved. The school monitors the growth plan annually, making adjustments where appropriate.

Strengths of the school and areas in need of improvement: The school examines the available evidence and analyzes responses to the accreditation questions. Using their knowledge of the school community along with their collective judgment, the school team identifies strengths of the school and areas in need of improvement.

Accreditation Questions: The initial focus of the accreditation process is on the following five major questions:

- Goals of Education: To what extent is the school meeting the Goals of Education?
- Curriculum: To what extent are students attaining the prescribed curriculum?
- Equity and Access: Does the school meet the education needs of all students?
- Principles of learning: To what extent are the principles of learning guiding educational practice in the school?
- Attributes of Effective Schools: Is the school a welcoming and caring place where communications are effective, and where members of the school community feel safe and have opportunities for involvement and leadership?

In responding to these five major questions, the school takes into account the more specific questions listed in Appendix A. Answers to the specific questions are used as evidence to help answer the major questions. The Ministry has indicated the data sources for each of the specific questions in Appendix B. No additional data gathering is

required. The school may choose to add a small number of additional questions that are of particular importance to the school.

Evidence: The following sources of evidence must be included when addressing the accreditation questions (see Appendix B for details):

- School report card results
- Student Attendance records
- Surveys
- Foundation Skills Assessment Reports
- Grade 12 Examinations and participation rates
- Grade to grade transitions
- Graduation rates.

Note that the first three sources of evidence are provided by the school and the last four sources are provided by the ministry. Wherever possible Ministry information will be displayed in the form of trend data to assist schools monitor change over time, and will be accompanied, where appropriate, with statistical qualifiers. Trend data should also be used, when possible, in the display of school-generated information (see Appendix B for more detailed discussion).

The school may select additional sources of evidence (e.g. discipline records, structured observations), but care should be taken to ensure that the information will ultimately be used in the analysis and that the collection of data is manageable.

Aboriginal students

Where five or more aboriginal students are enrolled in a grade performance of aboriginal students is examined and presented separately; goals for aboriginal community involvement and for student performance are set in the growth plan. If there are aboriginal students enrolled in the school, but fewer than five per grade, the school is encouraged to consider the collective needs of these students as a separate component of the growth plan.

4. EXTERNAL REVIEW

The purpose of the external review is to ensure that the school has satisfied provincial accreditation standards. The external team is appointed by the Ministry of Education and visits the school once the superintendent has verified that the school has completed the requirements of the internal review. A report of the external review is prepared, confirming the following:

School Growth Plan: The school has developed a growth plan that specifies goals for school and student improvement.

Accreditation Elements: The school has met, or has demonstrated acceptable progress towards meeting, expectations of the Ministry as well as expectations of the school community in the following areas:

- Goals of Education
- Provincial Curriculum
- Equity and Access
- Principles of Learning
- Attributes of Effective Schools.

Internal Review: The school has met criteria for conducting an internal review.

Commitment and Capability: In the judgment of the external team, the school has demonstrated the commitment and capability of implementing the growth plan.

Based on its review of the school, the external team may include observations and recommendations that may assist in implementation of the growth plan for consideration by the school and district.

If the external team does not confirm that the school has met provincial accreditation requirements, the external report includes the rationale for this judgment and recommends actions that must be undertaken by the school to meet provincial accreditation requirements.

5. DISTRICT REVIEW

Superintendent of schools: The superintendent is responsible for ensuring that the school growth plan is approved by the school board and that the school satisfies provincial accreditation requirements.

The superintendent recommends to the school board that the school be designated an accredited school when two conditions are satisfied: i) in the judgment of the superintendent, the school growth plan should be approved by the school board; and ii) the ministry-appointed external team reports that the school has satisfied provincial accreditation requirements.

Board of School Trustees: The Board of School Trustees is responsible for approving the school growth plan. Once the school growth plan is approved by the Board and once the external team has reported that the school has satisfied provincial accreditation standards, the Board requests that the Minister of Education designate the school as an "accredited school". This request is made by June 30 of the year in which the external review takes place.

6. ACCREDITATION DESIGNATION

Accreditation confirmed: Once the Minister confirms that accreditation standards have been satisfied an accreditation certificate is issued to the school. This certificate is co-signed by the Minister of Education and by the Chair of the Board of School Trustees.

A school that has received accreditation status is provided with funding from the Ministry to support implementation of the school's growth plan.

Accreditation status withheld: If the school does not meet provincial accreditation standards or if the growth plan is not approved by the Board, the superintendent is responsible for developing a strategy, in consultation with the school, to ensure appropriate changes are made.

If accreditation is withheld, the superintendent submits a plan to the Minister and the School Board by June 30 of the school year in which the external review has taken place. A revised self assessment report and school growth plan are prepared by the school as required. A second external review of the school is conducted in the year following the initial external review.

Accreditation funding for the school is withheld until accreditation status is conferred by the Minister.

7. ANNUAL REPORTING

School Annual Report: Each year, every school prepares a brief public report for the school board providing a the following information:

- The school's progress towards accomplishing the goals described in the growth plan.
- An account of the expenditure of funds allocated in support of activities related to accomplishing the goals described in the growth plan.

The school's annual report will also include the following student performance information. Where relevant, this data will be referenced in the discussion of the growth plan above; otherwise, the summary information will be included in an appendix:

- Assessment of student progress: Report cards (K-12)
- Foundation Skills Assessment (grades 4, 7, 10)
- Grade-to-grade transition rates (grades K - 12)
- Grade 12 examinations results (where applicable)
- Grade 12 graduation rates (where applicable).

District Annual Report: Current requirements for district annual reports will be modified to include summaries of school annual reports.

8. TIME EXPECTATIONS

Refinements made to the first year of the accreditation process will enable all teachers to complete the work needed to meet ministry requirements within five hours of meeting time and the one non-instructional day designated by the Minister for this purpose.

Where additional time is required to meet ministry requirements, accreditation funding provided to the school by the ministry should be used to purchase release time for the internal team.

During the second and subsequent years of the accreditation cycle, the school prepares a brief annual report that assesses the progress that has been made toward the goals established in the school improvement plan. As well, the school makes any needed adjustments to the growth plan. Refinements made to years two to six in the accreditation process will enable teachers to complete the work necessary to meet ministry requirements within two to three hours of meeting time and one non-instructional day designated by the Minister for this purpose. These activities are part of the on-going planning and evaluation responsibilities of the school.

9. ROLES & RESPONSIBILITIES

Students participate in the review process.

Parents participate in the review process. The Parent Advisory Council should take a major role in ensuring parent participation.

The Aboriginal community is responsible for reviewing the evidence regarding aboriginal learners and in assisting in the development of strategies for inclusion in the school growth plan.

Support staff participate in the internal review process.

Teachers, as part of their regular classroom activities, collect information for assessing students and record information from these assessments for the school information system. Teachers, in conjunction with students, administrators, and the Parent Advisory Council, analyze the evidence collected for the accreditation process, and develop the growth plan for the school.

School principals are responsible for leading the accreditation process. Principals and vice-principals have a responsibility to ensure that the process encourages reflective planning and provides opportunities for school staff to set direction for improvement, growth and student learning.

The superintendent of schools is responsible for recommending approval of the growth plan to the school board and ensuring that the school satisfies provincial accreditation requirements. The superintendent recommends to the school board that the school be designated an accredited school when two conditions are satisfied: i) in the judgment of the superintendent, the school growth plan should be approved by the school board; and ii) the ministry-appointed external team reports that the school has satisfied provincial accreditation requirements.

The Board of School Trustees is responsible for approving the school growth plan. Once the school growth plan is approved by the Board and once the external team has reported that the school has satisfied provincial accreditation standards, the Board requests that the Minister of Education designate the school as an "accredited school". This request is made by June 30 of the year in which the external review takes place.

The Ministry sets and communicates accreditation expectations; provides funding for schools to support the accreditation process; distributes ministry-held performance information to districts and schools; assists districts in developing information systems; and provides training and resources related to accreditation. Once the Minister confirms that accreditation standards have been satisfied, an accreditation certificate is issued to the school. This certificate is co-signed by the Minister of Education and by the Chair of the Board of School Trustees.

10. KEY DATES

Interim Accreditation Policy: Applies to all public schools. It will be effective for those schools undergoing accreditation in the 2000/2001 school year. Orientation sessions for these schools were held in spring 2000. This policy and its implementation will be reviewed in spring 2001; further refinements to the policy may be made at that time.

District review process: Applies to districts in which schools will be accredited in 2000/2001. Boards of School Trustees must complete their approval process for these schools by June 30, 2001.

School Annual Report: Applies to all schools in the province who have been accredited. As is the case now, school annual reports are to be submitted to school boards by June 30 of each year. Criteria for annual reports will be revised to align with this new accreditation policy and will be effective June 30, 2001.

District Annual Report: As is the case now, district annual reports are to be submitted to the ministry by December 1 of each year. Revised criteria for district annual reports will include summaries of school annual reports; revised criteria will be effective December 1, 2001.

APPENDIX A:
ACCREDITATION QUESTIONS

Evidence in response to the following accreditation questions will be presented in the school internal report. In responding to the five major questions, the school takes into account the more specific questions listed below; answers to the specific questions are used as evidence to help answer the major questions. Data sources are listed in Appendix B. No additional data gathering is required. The school may choose to add a small number of additional questions that are of particular importance to the school.

A. GOALS OF EDUCATION: To what extent is the school meeting the goals of education?

1. To what extent are students able to access, evaluate and use information? (A)
2. To what extent are students able to express themselves through writing, speech, and a variety of other forms of representing?
3. To what extent are students able to analyze critically, solve problems, and make decisions?
4. To what extent are students able to express themselves creatively?
5. To what extent are students developing knowledge, skills and attitudes related to information and computer technology?
6. To what extent are students developing a sense of confidence and personal initiative?
7. To what extent are students developing a sense of social responsibility?
8. To what extent are students prepared for further education and/or employment? (A)

B. PROVINCIAL CURRICULUM : To what extent are students attaining the prescribed curriculum?

1. How well are students progressing in relation to the Language Arts (English, Francais Langue) curriculum? (A)
2. How well are students progressing in relation to the Second Language curriculum?
3. How well are students progressing in relation to the Social Studies curriculum?
4. How well are students progressing in relation to the Science curriculum?
5. How well are students progressing in relation to the Mathematics curriculum? (A)
6. How well are students progressing in relation to the Physical Education curriculum?
7. How well are students progressing in relation to the Fine Arts (drama, art, music, and dance) curriculum?
8. How well are student progressing in relation to the Applied Skills (Technology Education, Business Education, and Home Economics) curriculum?
9. How well are students progressing in relation to the Personal Planning/Career and Personal Planning curriculum?

(A) Breakout of data for aboriginal students is required.

C. EQUITY AND ACCESS: Does the school meet the education needs of all students?

1. To what extent does the school meet the needs of all students?[1](A)

D. PRINCIPLES OF LEARNING: To what extent are the principles of learning guiding educational practice in the school?

1. To what extent does the school provide for students' active participation in learning?
2. To what extent does the school provide for students learning in a variety of ways and different rates?
3. To what extent does the school provide for students' learning occurring both individually and cooperatively?

E. ATTRIBUTES OF EFFECTIVE SCHOOLS: Is the school a welcoming and caring place where communications are effective, and where members of the school community feel safe and have opportunities for involvement and leadership?

1. To what extent does the school provide for effective student evaluation and reporting?
2. To what extent does the school ensure parents and community representatives are being involved as partners in planning and are regularly informed of the progress of school improvement?
3. To what extent does the school provide for regular monitoring of student, parent, and community satisfaction?
4. To what extent does the school provide for a safe learning environment for all students?
5. To what extent do staff work independently and collegially to examine and improve their practice?[2]
6. To what extent does the school provide opportunities for staff, students, and parents to exercise leadership?

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[1] This Topic Question implies that schools must consider the needs of Aboriginal students, students with special needs, and/or any identifiable group of students who are consistently less successful than the population as a whole.

[2] It is expected that evidence for this Topic Question will be drawn from teachers' professional judgment, informed by experience.

(A) Breakout of data for aboriginal students is required.

APPENDIX B
REQUIRED INDICATORS

The tables displayed on the following pages identify those indicators that are sufficient to meet Ministry expectations in relation to evidence presentation.

These indicators, while they may be readily available, cannot generate the complete picture of a school. Teachers and other members of the school community know that additional, more qualitative information is also necessary. Moreover, it is also the case that the judgment of educators and other members of the school community is necessary for either quantitative or qualitative data to be useful. All information needs to be examined in the context of the specific school. Schools should be encouraged to explore these wider issues.

Additional information may be added where staff, school administration and parents are in agreement that doing so would increase the value of the review.

Interpretation and Reporting of Data
In reviewing the attached tables, please note that wherever possible, Ministry-produced information (FSA; grade 12 exams; grade to grade transitions, graduation rates) will be displayed in the form of trend data to assist schools monitor change over time; where appropriate, statistical qualifiers will accompany Ministry data. Where possible, trend data should also be used in the display of school-generated data (report card results, attendance, survey results).

Until the Ministry is able to produce FSA trend data for schools, any reporting of FSA school results should be accompanied by the following statement: "This information provides a snapshot of how our students performed on the most recent Foundation Skills Assessment. However, we do not yet have enough years of data to determine whether performance on FSA is improving, decreasing or staying about the same in the school." Furthermore, when comparing school performance with the district or province, the following statement should be included: "The difference between the average performance of students in this school and the average performance of students in this district and the province is (is not) statistically significant." The educational importance of FSA results for the school should be based on a discussion using additional information and guiding questions outlined in the *FSA Interpretation Guide for Schools.*

In addition to displaying provincial examination results as trend data over time, schools should always report student participation rates and success rates when reporting grade 12 exam results. Schools should only report improvements in exam scores if the school has been able to achieve that increase without lower participation rates or lower pass rates.

Data collection
Schools should ensure that the collection and tabulation of report card results, attendance data and survey results is handled in a manageable and efficient manner. It should be noted that report card data (generated in accordance with legislation) is adequate for accreditation purposes; teachers should not be required to collect or compile data beyond what they do as part of their regular classroom activities for report card purposes. The Ministry will continue working with districts to promote effective data-collection strategies for accreditation purposes.

(A) Breakout of data for aboriginal students is required.

A. GOALS OF EDUCATION: To what extent is the school meeting the goals of education?

Accreditation Questions	Required Indicators			
	Grade K - 3	Grade 4 - 7	Grade 8 - 10	Grade 11 & 12
1. To what extent are students able to access, evaluate and use information? (A)	• Survey • FSA Reading (Gr. 4)	• Survey • FSA - Reading (Gr. 4, Gr. 7)	• Survey • FSA - Reading (Gr. 10)	•Survey
2. To what extent are students able to express themselves through writing, speech, and a variety of other forms of representing?	• Survey • FSA Writing (Gr. 4)	• Survey • FSA - Writing (Gr. 4, Gr. 7)	• Survey • FSA - Writing (Gr. 10)	•Survey
3. To what extent are students able to analyze critically, solve problems, and make decisions?	• Survey	• Survey	• Survey	•Survey
4. To what extent are students able to think and express themselves creatively?	• Survey	• Survey	• Survey	•Survey
5. To what extent are students developing knowledge, skills and attitudes related to information and computer technology?	• Survey	• Survey	• Survey	•Survey
6. To what extent are students developing a sense of confidence and personal initiative?	• Survey	• Survey	• Survey	•Survey
7. To what extent are students developing a sense of social responsibility?	• Survey	• Survey	• Survey	•Survey
8. To what extent are students prepared for further education and/or employment? (A)	• Attendance records	• Attendance records • Grade-to-grade transitions (Gr. 6-7, Gr. 7-8)	• Survey • Grade-to-grade transition (Gr. 8-9, Gr. 9-10, Gr. 10-11) • Attendance Records	• Survey • Grade-to-grade transition (Gr. 11-12) • Graduation rates • Attendance Records

(A) Breakout of data for aboriginal students is required.

B. PROVINCIAL CURRICULUM: To what extent are students attaining the outcomes of the prescribed curriculum?

Accreditation Questions	Required Indicators			
	Grade K - 3	Grade 4 - 7	Grade 8 - 10	Grade 11 & 12
1. How well are students progressing in relation to the Language Arts (English, Francais Langue) curriculum? (A)	• Report card results • FSA Reading (Gr. 4) • FSA Writing (Gr. 4) • Survey	• Report card results • FSA Reading (Gr. 4, Gr. 7) • FSA - Writing (Gr. 4, Gr. 7) • Survey	• Report card results • FSA Reading (Gr. 10) • FSA - Writing (Gr. 10) • Survey	• Report card results • Provincial exam results and participation rates • Survey
2. How well are students progressing in relation to the Second Language curriculum?	N/A	• Report card results • Survey	• Report card results • Survey	• Report card results • Provincial exam results and participation rates • Survey
3. How well are students progressing in relation to the Social Studies curriculum?	• Report card results • Survey	• Report card results • Survey	• Report card results • Survey	• Report card results • Provincial exam results and participation rates • Survey
4. How well are students progressing in relation to the Science curriculum?	• Report card results • Survey	• Report card results • Survey	• Report card results • Survey	• Report card results • Provincial exam results and participation rates • Survey
5. How well are students progressing in relation to the Mathematics curriculum?(A)	• Report card results • FSA - Numeracy (Gr. 4) • Survey	• Report card results • FSA - Numeracy (Gr. 4, Gr. 7) • Survey	• Report card results • FSA - Numeracy (Gr. 10) • Survey	• Report card results • Provincial exam results and participation rates • Survey
6. How well are students progressing in relation to the Physical Education curriculum?	• Report card results • Survey	• Report card results • Survey	• Report card results • Survey	• Report card results • Survey
7. How well are students progressing in relation to the Fine Arts (drama, art, music and dance) curriculum?	• Report card results • Survey	• Report card results • Survey	• Report card results • Survey	• Report card results • Survey
8. How well are students progressing in relation to the Applied Skills curriculum (Technology Education, Business Education, and Home Economics)?	N/A	N/A	• Report card results • Survey	• Report card results • Survey
9. How well are students progressing in relation to the Personal Planning/Career and Personal Planning curriculum?	• Report card results • Survey	• Report card results • Survey	• Report card results • Survey	• Report card results • Survey

(A) Breakout of data for aboriginal students is required.

C. EQUITY AND ACCESS: Does the school meet the education needs of all students?

Accreditation Questions	Required Indicators			
	Grade K - 3	Grade 4 - 7	Grade 8 - 10	Grade 11 & 12
1. To what extent does the school meet the needs of all students?[1] (A)	• Survey • Attendance rates	• Survey • Attendance rates • Grade-to-grade transition (Gr.6-7, Gr.7-8)	• Survey • Attendance rates • Grade-to-grade transition (Gr. 8-9, Gr. 9-10, Gr. 10-11)	•Survey •Grade-to-grade transition (Gr. 11-12) •Graduation rates •Attendance rates

D. PRINCIPLES OF LEARNING: To what extent are the principles of learning guiding educational practice in the school?

Accreditation Questions	Required Indicators			
	Grade K - 3	Grade 4 - 7	Grade 8 - 10	Grade 11 & 12
1. To what extent does the school provide for students active participation in learning?	• Survey	• Survey	• Survey	•Survey
2. To what extent does the school provide for students learning in a variety of ways and at different rates?	• Survey	• Survey	• Survey	•Survey
3. To what extent does the school provide for students learning occurring both individually and co-operatively in groups?	• Survey	• Survey	• Survey	•Survey

E. ATTRIBUTES OF EFFECTIVE SCHOOLS: Is the school a welcoming and caring place where student reporting practices are effective, members of the school community feel safe and have opportunities for involvement and leadership?

Accreditation Questions	Required Indicators			
	Grade K - 3	Grade 4 - 7	Grade 8 - 10	Grade 11 & 12
1. To what extent does the school provide for effective student evaluation and reporting?	• Survey	• Survey	• Survey	•Survey
2. To what extent does the school ensure parents and community representatives are being involved as partners in planning and are regularly informed of the progress of school improvement?	• Survey	• Survey	• Survey	•Survey
3. To what extent does the school provide for regular monitoring of student, parent and community satisfaction?	• Survey	• Survey	• Survey	•Survey
4. To what extent does the school provide for a safe learning environment for all students?	• Survey	• Survey	• Survey	•Survey
5. To what extent do staff work independently and collegially to examine and improve their practice?[2]	See footnote[2]	See footnote[2]	See footnote[2]	See footnote[2]
6. To what extent does the school provide opportunities for staff, students and parents to exercise leadership?	• Survey	• Survey	• Survey	•Survey

[1] This question implies that schools must consider the needs of aboriginal students, students with special needs, and/or any identifiable group of students who are consistently less successful than the population as a whole.

[2] It is expected that evidence for this question will be drawn from teachers' professional judgment, informed by experience.

(A) Breakout of data for aboriginal students is required.

Appendix 3: Accreditation Topic Questions

Accreditation Topic Questions

Responses to the questions below are used to answer the five key questions and to provide evidence for the Internal Report.

A. GOALS OF EDUCATION: To what extent is the school meeting the goals of education?

1. To what extent are students able to access, evaluate and use information? [A]
2. To what extent are students able to express themselves through writing, speech, and a variety of other forms of representing?
3. To what extent are students able to analyze critically, solve problems, and make decisions?
4. To what extent are students able to express themselves creatively?
5. To what extent are students developing knowledge, skills and attitudes related to information and computer technology?
6. To what extent are students developing a sense of confidence and personal initiative?
7. To what extent are students developing a sense of social responsibility?
8. To what extent are students prepared for further education and/or employment? [A]

B. PROVINCIAL CURRICULUM : To what extent are students attaining the prescribed curriculum?

1. How well are students progressing in relation to the Language Arts (English, Francais Langue) curriculum? [A]
2. How well are students progressing in relation to the Second Language curriculum?
3. How well are students progressing in relation to the Social Studies curriculum?
4. How well are students progressing in relation to the Science curriculum?
5. How well are students progressing in relation to the Mathematics curriculum? [A]
6. How well are students progressing in relation to the Physical Education curriculum?
7. How well are students progressing in relation to the Fine Arts (drama, art, music, and dance) curriculum?
8. How well are student progressing in relation to the Applied Skills (Technology Education, Business Education, and Home Economics) curriculum?
9. How well are students progressing in relation to the Personal Planning/Career and Personal Planning curriculum?

[A] Breakout of data for aboriginal students is required.

C. EQUITY AND ACCESS: Does the school meet the education needs of all students?

1. To what extent does the school meet the needs of all students?[1] [4]

D. PRINCIPLES OF LEARNING: To what extent are the principles of learning guiding educational practice in the school?

1. To what extent does the school provide for students' active participation in learning?
2. To what extent does the school provide for students learning in a variety of ways and different rates?
3. To what extent does the school provide for students' learning occurring both individually and cooperatively?

E. ATTRIBUTES OF EFFECTIVE SCHOOLS: Is the school a welcoming and caring place where communications are effective, and where members of the school community feel safe and have opportunities for involvement and leadership?

1. To what extent does the school provide for effective student evaluation and reporting?
2. To what extent does the school ensure parents and community representatives are being involved as partners in planning and are regularly informed of the progress of school improvement?
3. To what extent does the school provide for regular monitoring of student, parent, and community satisfaction?
4. To what extent does the school provide for a safe learning environment for all students?
5. To what extent do staff work independently and collegially to examine and improve their practice?[2]
6. To what extent does the school provide opportunities for staff, students, and parents to exercise leadership?

---

[1] This Topic Question implies that schools must consider the needs of Aboriginal students, students with special needs, and/or any identifiable group of students who are consistently less successful than the population as a whole.

[2] It is expected that evidence for this Topic Question will be drawn from teachers' professional judgment, informed by experience.

[4] Breakout of data for aboriginal students is required.

Appendix 4: Required Indicators

REQUIRED INDICATORS

The tables displayed on the following pages identify those indicators that are sufficient to meet Ministry expectations in relation to evidence presentation.

A. GOALS OF EDUCATION: To what extent is the school meeting the goals of education?

	Required Indicators			
Accreditation Questions	**Grade K - 3**	**Grade 4 - 7**	**Grade 8 - 10**	**Grade 11 & 12**
1. To what extent are students able to access, evaluate and use information? (A)	• Survey • FSA Reading (Gr. 4)	• Survey • FSA - Reading (Gr. 4, Gr. 7)	• Survey • FSA - Reading (Gr. 10)	• Survey
2. To what extent are students able to express themselves through writing, speech, and a variety of other forms of representing?	• Survey • FSA Writing (Gr. 4)	• Survey • FSA - Writing (Gr. 4, Gr. 7)	• Survey • FSA - Writing (Gr. 10)	• Survey
3. To what extent are students able to analyze critically, solve problems, and make decisions?	• Survey	• Survey	• Survey	• Survey
4. To what extent are students able to think and express themselves creatively?	• Survey	• Survey	• Survey	• Survey
5. To what extent are students developing knowledge, skills and attitudes related to information and computer technology?	• Survey	• Survey	• Survey	• Survey
6. To what extent are students developing a sense of confidence and personal initiative?	• Survey	• Survey	• Survey	• Survey
7. To what extent are students developing a sense of social responsibility?	• Survey	• Survey	• Survey	• Survey
8. To what extent are students prepared for further education and/or employment? (A)	• Attendance records	• Attendance records • Grade-to-grade transitions (Gr. 6-7, Gr. 7-8)	• Survey • Grade-to-grade transition (Gr. 8-9, Gr. 9-10, Gr. 10-11) • Attendance Records	• Survey • Grade-to-grade transition (Gr. 11-12) • Graduation rates • Attendance Records

(A) Breakout of data for aboriginal students is required.

B. PROVINCIAL CURRICULUM: To what extent are students attaining the outcomes of the prescribed curriculum?

Accreditation Questions	Required Indicators			
	Grade K - 3	Grade 4 - 7	Grade 8 - 10	Grade 11 & 12
1. How well are students progressing in relation to the Language Arts (English, Francais Langue) curriculum? (A)	• Report card results • FSA Reading (Gr. 4) • FSA Writing (Gr. 4) • Survey	• Report card results • FSA Reading (Gr. 4, Gr. 7) • FSA - Writing (Gr. 4, Gr. 7) • Survey	• Report card results • FSA Reading (Gr. 10) • FSA - Writing (Gr. 10) • Survey	• Report card results • Provincial exam results and participation rates • Survey
2. How well are students progressing in relation to the Second Language curriculum?	N/A	• Report card results • Survey	• Report card results • Survey	• Report card results • Provincial exam results and participation rates • Survey
3. How well are students progressing in relation to the Social Studies curriculum?	• Report card results • Survey	• Report card results • Survey	• Report card results • Survey	• Report card results • Provincial exam results and participation rates • Survey
4. How well are students progressing in relation to the Science curriculum?	• Report card results • Survey	• Report card results • Survey	• Report card results • Survey	• Report card results • Provincial exam results and participation rates • Survey
5. How well are students progressing in relation to the Mathematics curriculum?(A)	• Report card results • FSA - Numeracy (Gr. 4) • Survey	• Report card results • FSA - Numeracy (Gr. 4, Gr. 7) • Survey	• Report card results • FSA - Numeracy (Gr. 10) • Survey	• Report card results • Provincial exam results and participation rates • Survey
6. How well are students progressing in relation to the Physical Education curriculum?	• Report card results • Survey	• Report card results • Survey	• Report card results • Survey	• Report card results • Survey
7. How well are students progressing in relation to the Fine Arts (drama, art, music and dance) curriculum?	• Report card results • Survey	• Report card results • Survey	• Report card results • Survey	• Report card results • Survey
8. How well are students progressing in relation to the Applied Skills curriculum (Technology Education, Business Education, and Home Economics)?	N/A	N/A	• Report card results • Survey	• Report card results • Survey
9. How well are students progressing in relation to the Personal Planning/Career and Personal Planning curriculum?	• Report card results • Survey	• Report card results • Survey	• Report card results • Survey	• Report card results • Survey

(A) Breakout of data for aboriginal students is required.

C. EQUITY AND ACCESS: Does the school meet the education needs of all students?

Accreditation Questions	Required Indicators			
	Grade K - 3	Grade 4 - 7	Grade 8 - 10	Grade 11 & 12
1. To what extent does the school meet the needs of all students?[1] (A)	• Survey • Attendance rates	• Survey • Attendance rates • Grade-to-grade transition (Gr.6-7, Gr.7-8)	• Survey • Attendance rates • Grade-to-grade transition (Gr. 8-9, Gr. 9-10, Gr. 10-11)	• Survey • Grade-to-grade transition (Gr. 11-12) • Graduation rates • Attendance rates

D. PRINCIPLES OF LEARNING: To what extent are the principles of learning guiding educational practice in the school?

Accreditation Questions	Required Indicators			
	Grade K - 3	Grade 4 - 7	Grade 8 - 10	Grade 11 & 12
1. To what extent does the school provide for students' active participation in learning?	• Survey	• Survey	• Survey	• Survey
2. To what extent does the school provide for students' learning in a variety of ways and at different rates?	• Survey	• Survey	• Survey	• Survey
3. To what extent does the school provide for students' learning occurring both individually and co-operatively in groups?	• Survey	• Survey	• Survey	• Survey

E. ATTRIBUTES OF EFFECTIVE SCHOOLS: Is the school a welcoming and caring place where student reporting practices are effective, members of the school community feel safe and have opportunities for involvement and leadership?

Accreditation Questions	Required Indicators			
	Grade K - 3	Grade 4 - 7	Grade 8 - 10	Grade 11 & 12
1. To what extent does the school provide for effective student evaluation and reporting?	• Survey	• Survey	• Survey	• Survey
2. To what extent does the school ensure parents and community representatives are being involved as partners in planning and are regularly informed of the progress of school improvement?	• Survey	• Survey	• Survey	• Survey
3. To what extent does the school provide for regular monitoring of student, parent and community satisfaction?	• Survey	• Survey	• Survey	• Survey
4. To what extent does the school provide for a safe learning environment for all students?	• Survey	• Survey	• Survey	• Survey
5. To what extent do staff work independently and collegially to examine and improve their practice?[2]	See footnote[2]	See footnote[2]	See footnote[2]	See footnote[2]
6. To what extent does the school provide opportunities for staff, students and parents to exercise leadership?	• Survey	• Survey	• Survey	• Survey

[1] This question implies that schools must consider the needs of aboriginal students, students with special needs, and/or any identifiable group of students who are consistently less successful than the population as a whole.

[2] It is expected that evidence for this question will be drawn from teachers' professional judgment, informed by experience.

(A) Breakout of data for aboriginal students is required.

Required Indicators: Interpretation

Less successful student groups

It is expected that performance of any identifiable group of students, consistently less successful than the population as a whole, is examined separately and goals for student performance are set.

Data related to Grades

Present any grades in which FSA occurs, grade three, plus the highest grade in the school.

Examples:

Grades Enrolled	Report out these grades
K - 3	Grade 3
K - 5	Grade 3,4, and 5
K - 7	Grade 3,4, and 7
6 - 8	Grade 7 and 8
8 - 12	Grade 10 and 12
K - 12	Grade 3,4,7,10 and 12

Report card results

- Report year-end or semester-end results only.
- Where letter grades are used, it is strongly recommended to report the percent of students enrolled in grade with a C or better, for example,
  'Grade 7 Science: 88% of students with a C or better (June 2000)'
- In primary grades, or for schools where letter grades are not provided in report cards, present the percent of students meeting grade level expectations, for example,
  'Grade 3 Science: 88% of students meet expectations (June 2000)'

"Meeting Expectations"

Meeting expectations is interpreted based on what is reported to parents, as consistent with Student Progress Report Order.

Special Needs students

- Follow guidelines for Foundation Skills Assessment (FSA) as to whether students should be included in results summaries.
- For calculating percent of grade, excluded students should not be counted in totals.
- For topic C1 (To what extent does the school meet the needs of all students?), however, schools should show progress of special needs students, if possible.

Presenting data for small populations of students

In schools with a very small student population, for example 1 or 2 room schools, the data is aggregated so that the results reflect a greater number of students, for example,
'The % of all primary students that are meeting expectations.'

Highly transient student populations or special school circumstances

Special school circumstances should be presented in the School Context section of the Internal Report under the applicable Topic Question(s). Results are still presented and tracked over time.

Alternate programs, annexes, etc.

If considered as one unit with the regular school, results are included as "per grade" results for the school as a single entity. Where the school is considered a separate entity, for example, a "school within a school", results are given as a sub-report.

Attendance results

The presentation of average daily attendance is recommended. This is described as the average daily attendance given as a percent for the year, for example.

'average daily attendance 93% (1999-2000)'

Aboriginal students

Where identified in the table of Required Indicators and when there are 5 or more aboriginal students per grade, performance results for aboriginal students is required to be examined and presented separately.

Data trends over time

Wherever possible, Ministry-produced information (FSA; grade 12 exams; grade to grade transitions, graduation rates) will be displayed in the form of trend data to assist schools monitor change over time; and where appropriate, statistical qualifiers will accompany Ministry data. Where possible, trend data should also be used in the display of school-generated data (report card results, attendance, survey results).

Foundation Skills Assessment (FSA) results

Until the Ministry is able to produce FSA trend data for schools, reporting of FSA school results should be accompanied by the following statement:

> "This information provides a snapshot of how our students performed on the most recent Foundation Skills Assessment. However, we do not yet have enough years of data to determine whether performance on FSA is improving, decreasing or staying about the same in the school."

When comparing school performance with the district or province, the following statement should be included:

> "The difference between the average performance of students in this school and the average performance of students in this district and the province is (is not) statistically significant."

The educational importance of FSA results for the school should be based on a discussion using additional information and guiding questions outlined in the *FSA Interpretation Guide for Schools.*

Provincial Examination Results

In addition to displaying provincial examination results as trend data over time, schools should always report student participation rates and success rates when reporting grade 12 exam results. Schools should only report improvements in exam scores if the school has been able to achieve that increase without lower participation rates or lower pass rates.

Ministry Generated Data

Ministry generated data should not be considered the only method for measuring student performance. A variety of complex issues contribute to understanding what students know and are able to do. For example:

- High participation rates can sometimes result in low scores, and vice versa.
- Results should be placed in historical context. Trends over several years are more meaningful than single year results.
- It is important to consider differences in the composition of student population, such as the number of students who are gifted, learning disabled, ESL, etc.
- Socio-economic factors, such as the effects of poverty, abuse and neglect should be considered.
- It is important to consider population stability.

Foundation Skills Assessment (FSA) Data

When reviewing assessment results, it is important to remember

- The tests only provide a snapshot of certain aspects of students skill development
- The skills assessed are developed by students attaining elements of prescribed learning outcomes from a number of subject areas. However, they do not cover all of any one subject

Two provincial standards, set by experienced educators from across the province, were defined for each component of the assessment administered in Grades 4, 7, 10
Meets expectations - the level of performance where a student meets or exceeds the widely held expectations for the grade on this test.
Exceeds Expectations - the level of a student s performance that is beyond that at which a teacher would say the student has fully met the expectations of the grade on this test.

Examinations Data

Provincial Examinations evaluate curricular areas in a pen and paper testing situation; school marks measure curricular performance for the duration of a course. School and exam marks are different performance indicators and their values may differ. When reviewing examination data the following should be considered.

- The results for schools which have small numbers of students writing examinations can change dramatically from year to year.
- Results may be lower in schools which encourage all students to take examinable courses.
- Results may be higher in districts or schools which encourage students who are failing an examinable course to withdraw.

Freedom of Information and Protection of Privacy

Due to Protection of Privacy Legislation a mask has been used which indicates the data for a particular cell represents fewer than four students or the Pass Rate equals zero.

Appendix 5: Templates

Internal Report

School Growth Plan

Annual Progress Report

BC Public School Accreditation Program

Internal Report

FOR

[NAME OF SCHOOL]

[DATE]

The Accreditation Program

The Accreditation Program is a process to ensure schools continuously examine, improve, and report on their growth and achievement.

This process features a set of school-based activities carried out over a six year cycle. During these six years the school conducts an internal review which informs the development of a five-year growth plan. The school is visited by an external team to ensure accreditation requirements have been met. In the years following the external review the growth plan is implemented, annual progress reports inform goal achievement, and the school prepares for the next external review.

Internal Report

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5. SCHOOL COMMUNITY INVOLVEMENT	( )
6. SCHOOL AND COMMUNITY CONTEXT	( )
7. MISSION STATEMENTS	( )
8. RECORD OF EVIDENCE	( )
9. KEY QUESTIONS ANALYSIS SUMMARY	( )

1. LIST OF PARTICIPANTS

Please refer to *A Manual for Schools* Page 12.

SCHOOL NAME:	S.D. NO. AND NAME:
PRINCIPAL:	PHONE:
TYPE OF SCHOOL:	DATE INTERNAL REPORT COMPLETED:
INTERNAL TEAM CHAIR(S):	
INTERNAL TEAM MEMBERS:	
EXTERNAL TEAM CHAIR:	DISTRICT:
EXTERNAL TEAM MEMBERS:	DISTRICT (OR AFFILIATION)
SUPERINTENDENT OF SCHOOLS:	PHONE:
DISTRICT OFFICER RESPONSIBLE FOR ACCREDITATION: *(IF NOT THE SUPERINTENDENT)*	PHONE:

2. SUMMARY OF PROCEDURES

Please refer to *A Manual for Schools* Page 12

An outline of procedures used to conduct the internal review, produce the Internal Report and develop and produce the School Growth Plan.

3. DECLARATION: INTERNAL TEAM; PRINCIPAL

Please refer to *A Manual for Schools* Page 13

DECLARATION: INTERNAL TEAM

I certify that, using the guiding Accreditation Topic Questions, Key Questions, and Required Indicators, the school has investigated thoroughly the total school operation, created a growth plan and has involved, in an active and meaningful way, parents, students, the entire school staff and the broader school community in as much of the process as possible.

	NAME	SIGNATURE
CHAIR		
CHAIR		
MEMBER		
MEMBER		
MEMBER		
MEMBER		
MEMBER		
MEMBER		

DECLARATION: PRINCIPAL

I certify that, to the best of my knowledge, the information provided in the Internal Report and School Growth Plan is accurate.

Principal Name _____ *Signature* _____ *Date* _____

4. DECLARATION: SUPERINTENDENT OF SCHOOLS; CHAIR: BOARD OF SCHOOL TRUSTEES

Please refer to *A Manual for Schools* Page 13

Accreditation Requirements

Key Accreditation Statements

- ❑ The school has met, or is making acceptable progress in meeting the goals of education.
- ❑ The school has met, or is making acceptable progress in student attainment of the prescribed curriculum.
- ❑ The school has met, or is making acceptable progress in meeting the education needs of all students.
- ❑ The school is using, or is making acceptable progress in using the principles of learning to guide educational practice in the school.
- ❑ The school has met, or is making acceptable progress in meeting expectations that the school is a welcoming and caring place where communications are effective, and where members of the school community feel safe and have opportunities for involvement and leadership.

Internal Review

- ❑ School administrators, staff, parents, and students (secondary) have been actively involved.
- ❑ Where aboriginal students are enrolled in the school, representatives of the aboriginal community have been actively involved, particularly in the review of evidence related to aboriginal learners.
- ❑ A record of evidence has been completed for each topic question.
- ❑ The key questions summary has been completed
- ❑ All required components of the internal report template have been completed, including the following specific details with respect to the records of evidence.
  - ❑ Required sources of evidence have been used when addressing the individual accreditation topic questions.
  - ❑ Required Ministry-generated data have been presented.
  - ❑ Data showing trends over time have been presented wherever possible.
  - ❑ Where five or more aboriginal students are enrolled in a grade, performance of these students has been examined and presented separately for specified topic questions.
  - ❑ Satisfaction responses related to performance have been completed by all teaching staff, unless there are reasons for exceptions approved by the Superintendent of schools.
  - ❑ Satisfaction responses related to performance have been completed by a minimum of 10 parents and 10 students (secondary), unless there are reasons for exceptions approved by the Superintendent of schools.
- ❑ The information presented in the internal report is judged to be correct.

School Growth Plan

- ❑ School administrators, staff, parents, and students (secondary) have been actively involved in the process of
  - ❑ selecting of growth plan goals and objectives
  - ❑ developing the details of the plan to achieve the goals and objectives
  - ❑ monitoring the plan on an annual basis, and making adjustments where necessary.
- ❑ The selection of goals and objectives has been based on an analysis of the results of the internal review presented in the internal report.
- ❑ A rationale has been provided which clearly links the goals and school growth plan content with the findings of strengths and areas in need of improvement presented in the internal report.
- ❑ Where there is a population of aboriginal students of 5 or more in any grade, the school has included a growth plan goal and objectives specific both to the needs of these students and to involvement of the aboriginal community. Where there are aboriginal students enrolled in the school but fewer than 5 in any grade, the school has considered a plan to meet the collective educational needs of these students

- ❑ The school growth plan includes a manageable number of goals and objectives with priorities established for a 2 to 3 year period.
- ❑ The school growth plan clearly outlines how objectives are to be achieved.
- ❑ All components of the school growth plan template have been completed.
- ❑ The majority of school growth plan goals focus directly on student performance.
- ❑ Performance indicators specify measurable student achievement targets for meeting objectives.
- ❑ Strategies outlined in the school growth plan are judged likely to improve school and student performance.
- ❑ A plan has been presented for annual monitoring of progress towards meeting the goals and objectives, and for making adjustments where appropriate.
- ❑ The school demonstrates a satisfactory level of commitment and capability of implementing the strategies of the school growth plan.

Superintendent: Verification

I have read the Internal Report and School Growth Plan for _____ School. In my opinion, as demonstrated in the checked list above, accreditation requirements have been satisfied.

_____	_____	_____
Superintendent Name	*Signature*	*Date*

Superintendent: Recommendation

I have received the External Report in which the external team has verified that_____ _School has met accreditation requirements. I recommend the Board of School Trustees approve the School Growth Plan.

_____	_____	_____
Superintendent Name	*Signature*	*Date*

Board of School Trustees: Request for Accreditation Status

I approve the School Growth Plan and request the Minister of Education designate _____ School as "accredited".

_____	_____	_____
Chair: Board of School Trustees	*Signature*	*Date*

5. School Community Involvement

Please refer to *A Manual for Schools* Page 13

Strategies used to communicate accreditation activities and to involve staff, students, parents and the broader school community.

Management of the process

- Methods used to communicate:
- Methods used to involve:

Collection of evidence

- Methods used to communicate:
- Methods used to involve:

Satisfaction response

- Methods used to communicate:
- Methods used to involve:

Analysis of evidence

- Methods used to communicate:
- Methods used to involve:

Setting priorities for the School Growth Plan

- Methods used to communicate:
- Methods used to involve:

Development of the School Growth Plan

- Methods used to communicate:
- Methods used to involve:

6. SCHOOL AND COMMUNITY CONTEXT

Please refer to *A Manual for Schools* Page 14

The unique characteristics of this school and its community.

7. MISSION STATEMENTS

Please refer to *A Manual for Schools* Page 14

Mission Statement For The BC Education System

The purpose of the British Columbia school system is to enable all learners to develop their individual potential and to acquire the knowledge, skills and attitudes needed to contribute to a healthy, democratic and pluralistic society and a prosperous and sustainable economy.

District Mission Statement:

School Mission Statement:

8. RECORDS OF EVIDENCE

FOR

[Name of School]

(Date)

RECORD OF EVIDENCE

Please refer to *A Manual for Schools* Page 15

KEY QUESTION *(insert appropriate question)*	
ACCREDITATION TOPIC QUESTION *(insert appropriate question)*	**TOPIC #:** **PAGE** **of**
SCHOOL CONTEXT	

OPPORTUNITIES PROVIDED	PERFORMANCE INDICATORS

RECORD OF EVIDENCE

ACCREDITATION TOPIC QUESTION: *(insert appropriate question)*	TOPIC #: PAGE of

SATISFACTION WITH OPPORTUNITIES						SATISFACTION WITH PERFORMANCE					
STAFF (of)						**STAFF** (of)					
	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied		Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
NO.						**NO.**					
%						%					
STUDENTS (of)						**STUDENTS** (of)					
	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied		Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
NO.						**NO.**					
%						%					
PAC (of)						**PAC** (of)					
	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied		Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
NO.						**NO.**					
%						%					

ANALYSIS:

9. Key Questions Analysis Summary

Please refer to *A Manual for Schools* Page 18

Goals of Education:	To what extent is the school meeting the goals of education? *(Topic Questions A1 - A8)*
Strengths:	
Areas in need of improvement:	

Provincial Curriculum:	To what extent are students attaining the prescribed curriculum? *(Topic Questions B1 - B9)*
Strengths:	
Areas in need of improvement:	

Equity and Access:	Does the school meet the education needs of all students? *(Topic Question C1)*
Strengths:	
Areas in need of improvement:	

Principles of Learning:	To what extent are the principles of learning guiding educational practice in the school? *(Topic Questions D1 - D3)*
Strengths:	
Areas in need of improvement:	

Attributes of Effective Schools:	Is the school a welcoming and caring place where communications are effective, and where members of the school community feel safe and have opportunities for involvement and leadership? *(Topic Questions E1 – E6)*
Strengths:	
Areas in need of improvement:	

SCHOOL GROWTH PLAN

FOR

[Name of School]

[Date]

School Growth Plan

TABLE OF CONTENTS

	Page
1. GOALS SELECTION	( )
2. SCHOOL GROWTH PLAN TEMPLATE	( )
3. PROJECTED COSTS	( )

1. GOALS SELECTION

Please refer to *A Manual for Schools* Page 20

The process used to set priorities and select the school growth plan goals:

Goal		Rationale (Derived from Topic Question and Key Questions analysis)
Goal 1		• • •
Goal 2		• • •
Goal 3		• • •

2. School Growth Plan Template

Please refer to *A Manual for Schools* Page 20

GOAL

OBJECTIVE	PERFORMANCE INDICATORS AND PERFORMANCE TARGETS

STRATEGIES

Description	Inservice/ Training Needs	Resources Needed	Person(s) Responsible	Dates	
				Start	End

EVALUATION PLAN:	COMMUNICATION PLAN:

3. PROJECTED COSTS

Please refer to *A Manual for Schools* Page 22

GOAL	Growth Plan Development YEAR 1	Implementation YEAR 2	Implementation YEAR 3	Implementation YEAR 4	Implementation YEAR 5	TOTAL
insert year →	20 ___	20 ___	20 ___	20 ___	20 ___	
GOAL 1						
Projected Cost						
GOAL 2						
Projected Cost						
GOAL 3						
Projected Cost						
TOTAL						

SCHOOL ANNUAL PROGRESS REPORT

FOR

[Name of School]

[Date]

School Annual Progress Report

Please refer to *A Manual for Schools* Page 28

Name of school	Report Date (Month and year)
Date: Last External Review (Month and year)	Year in the 6-year continuum

Status of School Growth Plan

Goal 1: *(insert goal)*

Performance data	Performance Targets	Comments

Goal 2: *(insert goal)*

Performance data	Performance Targets	Comments

Goal 3: *(insert goal)*

Performance data	Performance Targets	Comments

Expenditure of Funds

	Projected Cost*	Expenditures (to date)
Goal 1		
Goal 2		
Goal 3		

* Revisions to projected costs

Revision	Rationale for revision
Goal 1	•
Goal 2	•
Goal 3	•

School Community and Broader School Community Involvement:

Student Performance Information: *(attach data to this report)*

Certification: Principal

I certify that, to the best of my knowledge, the information provided on this progress report is accurate.

Principal Name	*Signature*	*Date*

Certification: Superintendent

I confirm that accreditation requirements for the School Annual Progress Report have been fulfilled.

Superintendent Name	*Signature*	*Date*

Certification: Chair - Board of School Trustees

This report meets accreditation requirements and by June 30, a copy of this report will be available for public inspection at the school during regular office hours.

Chair: Board of School Trustees	*Signature*	*Date*

Appendix 6: External Review Criteria

Requirements for Accreditation

The external team, appointed by the Ministry, is responsible for verifying the school has satisfied accreditation requirements related to:

- the five key accreditation questions
- conducting the internal review and completing the Internal Report
- developing and completing the School Growth Plan
- demonstrating commitment to the growth plan and the capability for successful implementation.

All specific expectations outlined below must be met for the team to confirm the school is meeting accreditation requirements.

Verification is accomplished through the review of the Internal Report, School Growth Plan, as well as observations and interviews conducted during the school visit.

Specific Expectations

The Key Accreditation Questions

Key Statement	Key Area	Topic Question
❑ The school has met, or is making acceptable progress in meeting the goals of education.	Goals of Education	A1-A8
❑ The school has met, or is making acceptable progress in student attainment of the prescribed curriculum.	Provincial Curriculum	B1 - B9
❑ The school has met, or is making acceptable progress in meeting the education needs of all students.	Equity and Access	C1
❑ The school is using, or is making acceptable progress in using the principles of learning to guide educational practice in the school.	Principles of Learning	D1 - D3
❑ The school has met, or is making acceptable progress in meeting expectations that the school is a welcoming and caring place where communications are effective, and where members of the school community feel safe and have opportunities for involvement and leadership.	Attributes of Effective Schools	E1 - E6

The team uses its collective judgment to make a holistic decision as to whether the school has met accreditation requirements, or is demonstrating acceptable progress. The external team will exercise judgment, also, in determining when student performance in certain subjects is critical.

Internal Review and School Growth Plan

Internal Review

- ❑ School administrators, staff, parents, and students (secondary) have been actively involved.
- ❑ Where aboriginal students are enrolled in the school, representatives of the aboriginal community have been actively involved, particularly in the review of evidence related to aboriginal learners.
- ❑ A record of evidence has been completed for each topic question.
- ❑ The key question summary has been completed
- ❑ All required components of the internal report template have been completed, including the following specific details with respect to the records of evidence.
  - ❑ Required sources of evidence have been used when addressing the individual accreditation topic questions.
  - ❑ Required Ministry-generated data have been presented.
  - ❑ Data showing trends over time have been presented wherever possible.
  - ❑ Where five or more aboriginal students are enrolled in a grade, performance of these students has been examined and presented separately for specified topic questions.
  - ❑ Satisfaction responses related to performance have been completed by all teaching staff, unless there are reasons for exceptions approved by the Superintendent of schools.
  - ❑ Satisfaction responses related to performance have been completed by a minimum of 10 parents and 10 students (secondary), unless there are reasons for exceptions approved by the Superintendent of schools.
- ❑ The information presented in the internal report is judged to be correct.
- ❑ The Superintendent has signed the declaration verifying that the school has fulfilled the requirements of the internal review and internal report.

School Growth Plan

- ❑ School administrators, staff, parents, and students (secondary) have been actively involved in the process of
  - ❑ selecting of growth plan goals and objectives
  - ❑ developing the details of the plan to achieve the goals and objectives
  - ❑ monitoring the plan on an annual basis, and making adjustments where necessary.
- ❑ The selection of goals and objectives has been based on an analysis of the results of the internal review presented in the internal report.
- ❑ A rationale has been provided which clearly links the goals and school growth plan content with the findings of strengths and areas in need of improvement presented in the internal report.
- ❑ Where there is a population of aboriginal students of 5 or more in any grade, the school has included a growth plan goal and objectives specific both to the needs of these students and to involvement of the aboriginal community. Where there are aboriginal students enrolled in the school but fewer than

5 in any grade, the school has considered a plan to meet the collective educational needs of these students

- ❑ The school growth plan includes a manageable number of goals and objectives with priorities established for a 2 to 3 year period.
- ❑ The school growth plan clearly outlines how objectives are to be achieved.
- ❑ All components of the school growth plan template have been completed.
- ❑ The majority of school growth plan goals focus directly on student performance.
- ❑ Performance indicators specify measurable student achievement targets for meeting objectives.
- ❑ Strategies outlined in the school growth plan are judged likely to improve school and student performance.
- ❑ Strategies have been presented for annual monitoring of progress towards meeting the goals and objectives, and for making adjustments where appropriate.

Commitment and Capability

- ❑ The school demonstrates a satisfactory level of commitment and capability of implementing the strategies of the school growth plan.

External Report Conclusion

Based on document review and the results of the school visit, the external team uses its collective expertise and judgment to verify that the school has met or is making acceptable progress in meeting accreditation requirements.

Accreditation Requirements Are Met

A verification from the external team that the school has met accreditation requirements is provided in the External Report which is forwarded to the Superintendent, the school, and the Ministry by June 1.

When the team verifies Ministry requirements have been met but minor changes to the School Growth Plan are suggested, specific details of these changes are included in the External Report.–

Accreditation Requirements Are Not Met

The collective judgment of the external team may not verify the school has not met accreditation requirements.

When the external team concludes the school has not met accreditation requirements, the External Report includes the rationale for this judgment and recommends specific actions that, if undertaken by the school, are likely to fulfill accreditation requirements.

The Superintendent then develops a plan to ensure appropriate changes are made. This plan, forwarded to the Minister and Board of School Trustees by June 30 of the year of the external visit, is developed in consultation with the school, and must be acceptable to the Minister of Education. A second internal report and school growth plan are developed, as required, prior to another external review being conducted in the year following the initial external review.

District Review

School Board Requirements Met

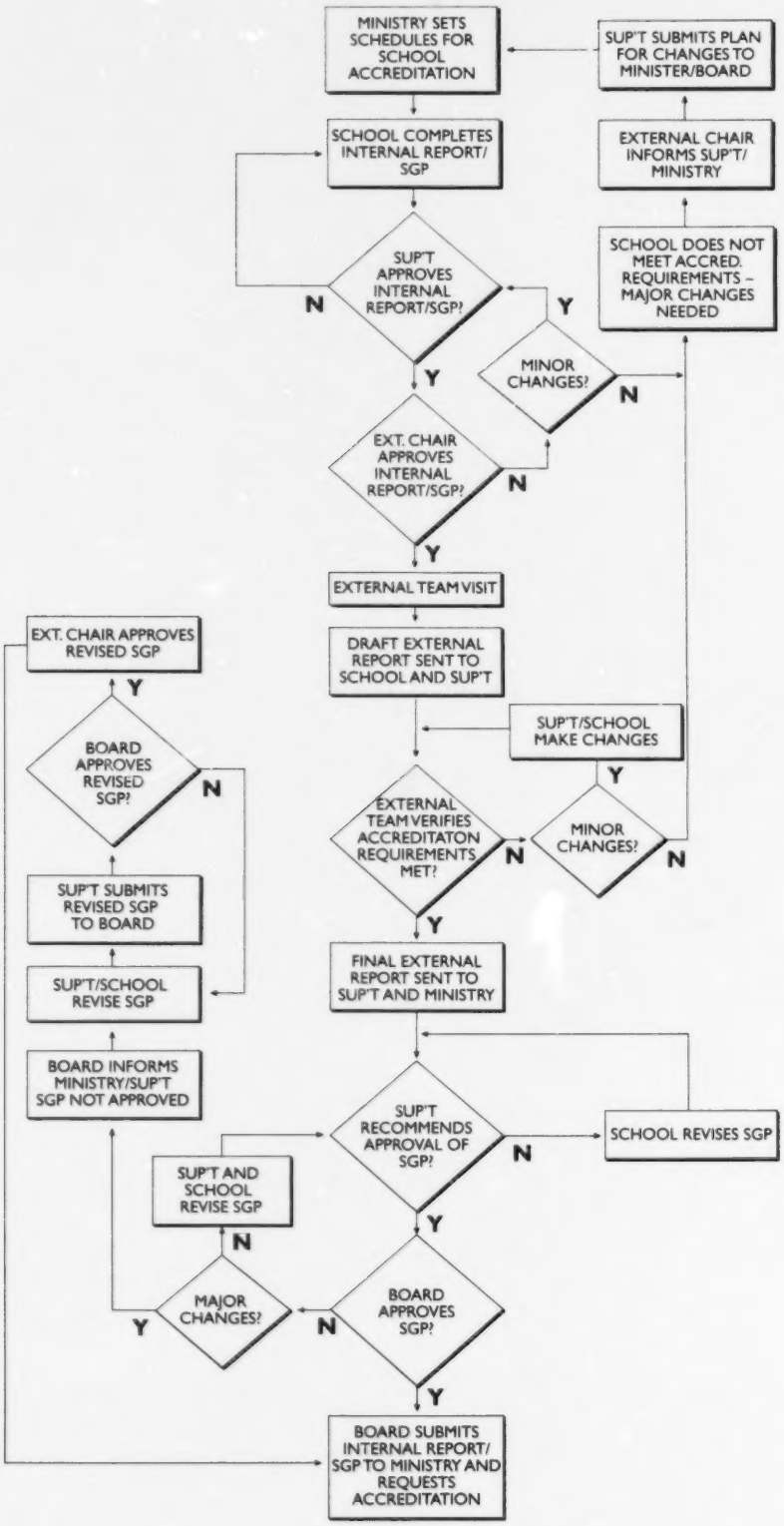
Upon receipt of the External Report in which the external team verifies that the school has met accreditation requirements, the Superintendent recommends the Board approve the school growth plan. If the school trustees approve the school growth plan, the board makes a request to the Minister by June 30 that the school be designated as accredited . The accreditation certificate is co-signed by the Minister of Education and by the Chair of the Board of School Trustees.

School Board Requirements Not Met

The Board of School Trustees could reject the Superintendent s recommendation for approval of the school growth plan. If minor changes are required, the Superintendent works with the school to address Board concerns. If major changes are required, the Board could withhold their recommendation to the Minister for accreditation designation until major revisions are completed. In this case, the Superintendent is required to forward a plan to the Minister by June 30 of the year of the external review which will address the board requirements.

Appendix 7: Routing of Reports

ROUTING OF REPORTS



Appendix 8: Nomination Forms

BRITISH COLUMBIA SCHOOL ACCREDITATION PROGRAM

EXTERNAL TEAM APPLICATION FORM: PARENT

All information on this form is necessary to assess your placement on an external accreditation team.
NOTE: completion of this form does not guarantee placement on an external team.

(SURNAME, USUAL FIRST NAME)		TYPE OF SCHOOL YOU WOULD PREFER TO VISIT AS TEAM MEMBER ☐ ELEMENTARY ☐ MIDDLE ☐ SECONDARY	
HOME ADDRESS		GENDER ☐ MALE ☐ FEMALE	
		ETHNIC ORIGIN (COMPLETION OF THIS INFORMATION IS OPTIONAL)	
OCCUPATION (INCLUDE PAST EMPLOYMENT IF RELEVANT)	HOME PHONE	WORK PHONE	FAX (IF AVAILABLE)

List ages of your school-aged children beside the appropriate school level: ☐ ELEMENTARY ☐ MIDDLE ☐ SECONDARY

EXPERIENCE ON ACCREDITATION TEAMS OR OTHER RELATED EXPERIENCE (INDICATE SCHOOLS)

	SCHOOL NAME	YEARS
Internal Team(s)		
Internal Team Sub-committee(s)		
External Team(s)		
PAC Experience		

Other relevant experience:

MARK (✓) FOUR AREAS IN WHICH YOU FEEL QUALIFIED/INTERESTED IN SERVING

- ☐ Reporting or Assessment
- ☐ Primary Program
- ☐ Career Preparation/Work Experience (specify in Comments)
- ☐ Business Education
- ☐ Computer/Technology
- ☐ ESL (English as a Second Language)
- ☐ First Nations
- ☐ English Language Arts
- ☐ Fine Arts (specify area in Comments)
- ☐ Multiculturalism
- ☐ French Cadre
- ☐ French Immersion
- ☐ French as a Second Language
- ☐ Other Modern Languages
- ☐ Community Relations
- ☐ Physical Education
- ☐ Technical Education
- ☐ Current Ministry Initiatives
- ☐ Library
- ☐ PACs (Parent Advisory Councils)
- ☐ Other (specify in Comments)
- ☐ Maths or Science
- ☐ Gender Equity (specify in Comments)

COMMENTS: offer relevant qualifications or comments:

I understand that the information supplied above neither implies that I will be selected for membership on an external accreditation team nor binds me to serve on such a team.

I am available to serve on an external accreditation in the following months: ☐ MARCH ☐ APRIL ☐ MAY ☐ JUNE

SIGNATURE OF APPLICANT	DATE

THIS APPLICATION FORM CONTINUES ON THE REVERSE SIDE. THE CANDIDATE SUBMITTING THIS FORM CANNOT BE CONSIDERED FOR MEMBERSHIP ON AN EXTERNAL TEAM UNLESS THE INFORMATION ON THE REVERSE SIDE IS COMPLETED.

RECOMMENDATIONS: (ONLY TO BE COMPLETED BY THE NOMINEE'S PAC PRESIDENT, AND AT LEAST ONE OF THE PRINCIPAL OR SUPERINTENDENT)

We recommend the applicant listed overleaf to serve on an external accreditation team, and offer the following comments in support of this recommendation.

(NOTE TO PERSON COMPLETING THIS SECTION OF THE FORM: please initial your comments)

SIGNATURE OF PAC CHAIR	SCHOOL	DATE
SIGNATURE OF PRINCIPAL	SCHOOL	DATE
SIGNATURE OF SUPERINTENDENT	DISTRICT	DATE

Return completed form to:

Gerald Morton, Manager
Evaluation and Accreditation Unit
Student Assessment and Program Evaluation Branch
Ministry of Education
PO Box 9143 STN PROV GOVT
Victoria, B.C. V8W 9H1

BRITISH COLUMBIA SCHOOL ACCREDITATION PROGRAM

EXTERNAL TEAM APPLICATION FORM: TEAM MEMBER

OFFICE USE ONLY

All information on this form is necessary to assess your placement on an external accreditation team.

DIST. NO. (MINISTRY=00) | DISTRICT NAME (OR MINISTRY BRANCH) | NAME (SURNAME, USUAL FIRST NAME)

[redacted]L NAME

PREFERRED TITLE: ☐ Dr ☐ Mr ☐ Mrs ☐ Miss ☐ Ms

GENDER: ☐ MALE ☐ FEMALE

SCHOOL ADDRESS

SCHOOL PHONE

SCHOOL FAX

SCHOOL POSITION: ☐ Principal ☐ Dept. Head ☐ Other: specify _____ ☐ Vice Principal ☐ Teacher

DISTRICT ASSIGNMENT

CURRENT ASSIGNMENT

HOME PHONE (Optional)

EDUCATIONAL EXPERIENCE

Mark (✓) your educational experience. Current experience covers the last three years; prior experience covers more than three years ago.

	CURRENT	PRIOR		CURRENT	PRIOR
Primary School	☐	☐	Urban	☐	☐
Middle School	☐	☐	Rural	☐	☐
Intermediate (Elementary)	☐	☐	Small	☐	☐
Intermediate (Jr. Secondary)	☐	☐	Large	☐	☐
Graduation (Sr. Secondary)	☐	☐			

EXTERNAL TEAM FOR WHICH YOU FEEL QUALIFIED

☐ ELEMENTARY ☐ MIDDLE ☐ SECONDARY

ACCREDITATION EXPERIENCE, QUALIFICATIONS AND INTERESTS

NO. OF YEARS ON INTERNAL TEAMS: [redacted]

NO. OF TIMES ON EXTERNAL TEAMS: In last five (5) years: _____ In total: _____

NO. OF TIMES AS EXTERNAL CHAIR: In last five (5) years: _____ In total: _____

From the codes and lists on the reverse side, note any areas in each of the three categories in which you feel qualified.

CODE	INITIATIVES	CODE	CURRICULAR AREAS	CODE	PROGRAM AREAS

From the areas you have listed, select five (5) of personal interest for an external visit:

1. _____ 2. _____ 3. _____ 4. _____ 5. _____

OTHER QUALIFICATIONS YOU OFFER (E.G., OTHER LANGUAGES; COMPUTER SKILLS; AREAS OF SPECIAL INTEREST; PREVIOUS COMMITTEE WORK)

RELEASE (TO BE SIGNED BY THE NOMINEE)

[redacted]eby authorize release of information relevant for accreditation purposes (e.g., work location, home phone number) from my school district office to Educom International Inc. [redacted]creditation Services.

SIGNATURE OF NOMINEE | DATE

THIS APPLICATION FORM CONTINUES ON THE REVERSE SIDE. THE CANDIDATE SUBMITTING THIS FORM CANNOT BE CONSIDERED FOR MEMBERSHIP ON AN EXTERNAL TEAM UNLESS THE INFORMATION ON THE REVERSE SIDE IS COMPLETED.

CODE	INITIATIVES
IN1	Assessment & Reporting
IN2	Business/Community Partnerships
IN3	Career Education
IN4	Community Partnerships
IN5	Community Schools
IN6	Conflict Resolution
IN7	Co-operative Learning
IN8	Decision Making Models
IN9	Home School Communications
IN10	Inner City
IN11	Integration of Special Needs
IN12	Integration – Curriculum
IN13	Leadership
IN14	Learning Strategies Variety
IN15	Middle School Strategies
IN16	Multi-age Grouping
IN17	Multiculturalism
IN18	Open Area Experience
IN19	Parent Partnerships
IN20	Peer Mediation
IN21	Career & Personal Learning Plans
IN22	Portfolio Assessment
IN23	School Culture
IN24	Second Step Program
IN25	Skills Now
IN26	Staff Development
IN27	Student Leadership/Governance
IN28	Student Led Conferences
IN29	Teacher Advisor Program
IN30	Timetabling
IN31	Trades & Pre-apprenticeship Programs
IN32	Work Experience

CODE	CURRICULAR AREAS
CA1	Applied Skills
CA2	Band
CA3	Business Education
CA4	Choral
CA5	Computer/Tech. MAC
CA6	Computer/Tech DOS
CA7	Dance
CA8	Drama/Theatre
CA9	English
CA10	Fine Arts
CA11	First Nations Studies
CA12	French Immersion
CA13	French as a Second Language
CA14	Home Economics
CA15	Language Arts
CA16	Literature Based Reading
CA17	Mathematics
CA18	Physical Education
CA19	Science
CA20	Social Studies
CA21	Technical Education
CA22	Visual Arts
CA23	Writing Skills
CA24	German
CA25	Japanese
CA26	Mandarin
CA27	Punjabi
CA28	Russian
CA29	Spanish
CA30	Other Second Language

CODE	PROGRAM AREAS
PA1	Aboriginal Education
PA2	Administration
PA3	Advanced Placement
PA4	Career Preparation
PA5	Coop/Work Experience
PA6	Counselling
PA7	English as a Second Language
PA8	Extra Curricular
PA9	Gifted Education
PA10	Health & Fitness
PA11	Intermediate Education
PA12	International Baccalaureate
PA13	Learning Assistance
PA14	Learning Resource Centre
PA15	Library
PA16	Multidisciplinary Program
PA17	Open Area Experience
PA18	Post-Secondary Liaison
PA19	Primary Education
PA20	Programme cadre de français
PA21	School District Liaison
PA22	Severe Behaviour Disorder Students
PA23	Special Education
PA24	Visual & Performing Arts

RECOMMENDATION: (TO BE COMPLETED BY THE DISTRICT OFFICER RESPONSIBLE FOR ACCREDITATION)

I recommend the applicant listed overleaf to serve on an external accreditation team, and offer the following comments in support of this recommendation.

SIGNATURE OF SUPERINTENDENT	DISTRICT	DATE

Return completed form to:

Gerald Morton, Manager
Evaluation and Accreditation Unit
Student Assessment and Program Evaluation Branch
Ministry of Education
PO Box 9143 STN PROV GOVT
Victoria, B.C. V8W 9H1

BRITISH COLUMBIA SCHOOL ACCREDITATION PROGRAM

EXTERNAL TEAM APPLICATION FORM: STUDENT

All information on this form is necessary to assess your placement on an external accreditation team.
NOTE: completion of this form does not guarantee placement on an external team.

NAME (SURNAME, USUAL FIRST NAME)

TYPE OF SCHOOL YOU WOULD PREFER TO VISIT AS TEAM MEMBER
☐ ELEMENTARY ☐ MIDDLE ☐ SECONDARY

HOME ADDRESS

GENDER
☐ MALE ☐ FEMALE

POSTAL CODE

ETHNIC ORIGIN (COMPLETION OF THIS INFORMATION IS OPTIONAL)

OCCUPATION (INCLUDE PAST EMPLOYMENT IF RELEVANT)

HOME PHONE

CURRENT EDUCATION:

Grade level:_____ College (year):_____ University (year):_____ Other (specify)_____

EXPERIENCE WITH EDUCATION AND/OR EDUCATION COMMITTEES

LIST EXPERIENCE YOU CONSIDER RELEVANT TO THIS NOMINATION:

MARK (✓) FOUR AREAS IN WHICH YOU FEEL QUALIFIED/INTERESTED IN SERVING

- ☐ Reporting or Assessment
- ☐ Primary Program
- ☐ Career Preparation/Work Experience (specify in Comments)
- ☐ Business Education
- ☐ Computer/Technology
- ☐ ESL (English as a Second Language)
- ☐ First Nations
- ☐ English Language Arts
- ☐ Fine Arts (specify area in Comments)
- ☐ Multiculturalism
- ☐ French Cadre
- ☐ French Immersion
- ☐ French as a Second Language
- ☐ Other Modern Languages
- ☐ Community Relations
- ☐ Physical Education
- ☐ Technical Education
- ☐ Current Ministry Initiatives
- ☐ Library
- ☐ PACs (Parent Advisory Councils)
- ☐ Other (specify in Comments)
- ☐ Maths or Science
- ☐ Gender Equity (specify in Comments)

COMMENTS: offer relevant qualifications or comments:

I understand that the information supplied above neither implies that I will be selected for membership on an external accreditation team nor binds me to serve on such a team.

I am available to serve on an external accreditation in the following months: ☐ MARCH ☐ APRIL ☐ MAY ☐ JUNE

SIGNATURE OF APPLICANT

DATE

SIGNATURE OF SUPPORTING SCHOOL ADMINISTRATOR/ SUPERIENTENDENT

DATE

Return completed form to:

Gerald Morton, Manager
Evaluation and Accreditation Unit
Student Assessment and Program Evaluation Branch
Ministry of Education
PO Box 9143 STN PROV GOVT
Victoria, B.C. V8W 9H1

BRITISH COLUMBIA SCHOOL ACCREDITATION PROGRAM
EXTERNAL TEAM APPLICATION FORM: COMMUNITY MEMBER

All information on this form is necessary to assess your placement on an external accreditation team.
NOTE: completion of this form does not guarantee placement on an external team.

NAME (SURNAME, USUAL FIRST NAME)

TYPE OF SCHOOL YOU WOULD PREFER TO VISIT AS TEAM MEMBER
☐ ELEMENTARY ☐ MIDDLE ☐ SECONDARY

HOME ADDRESS

GENDER
☐ MALE ☐ FEMALE

POSTAL CODE

ETHNIC ORIGIN (COMPLETION OF THIS INFORMATION IS OPTIONAL)

ORGANIZATION REPRESENTED (IF APPLICABLE)

HOME PHONE

WORK PHONE

FAX (IF AVAILABLE)

EXPERIENCE WITH EDUCATION AND/OR EDUCATION COMMITTEES

LIST EXPERIENCE YOU CONSIDER RELEVANT TO THIS NOMINATION:

MARK (✓) FOUR AREAS IN WHICH YOU FEEL QUALIFIED/INTERESTED IN SERVING

- ☐ Reporting or Assessment
- ☐ Primary Program
- ☐ Career Preparation/Work Experience (specify in Comments)
- ☐ Business Education
- ☐ Computer/Technology
- ☐ ESL (English as a Second Language)
- ☐ FirstNations
- ☐ English Language Arts
- ☐ Fine Arts (specify area in Comments)
- ☐ Multiculturalism
- ☐ French Cadre
- ☐ French Immersion
- ☐ French as a Second Language
- ☐ Other Modern Languages
- ☐ Community Relations
- ☐ Physical Education
- ☐ Technical Education
- ☐ Current Ministry Initiatives
- ☐ Library
- ☐ PACs (Parent Advisory Councils)
- ☐ Other (specify in Comments)
- ☐ Maths or Science
- ☐ Gender Equity (specify in Comments)

COMMENTS: offer relevant qualifications or comments:

I understand that the information supplied above neither implies that I will be selected for membership on an external accreditation team nor binds me to serve on such a team.

I am available to serve on an external accreditation in the following months: ☐ MARCH ☐ APRIL ☐ MAY ☐ JUNE

SIGNATURE OF APPLICANT

DATE

SIGNATURE OF SUPPORTING ADMINISTRATOR FROM SCHOOL DISTRICT WHERE APPLICANT RESIDES

DATE

Return completed form to:

Gerald Morton, Manager
Evaluation and Accreditation Unit
Student Assessment and Program Evaluation Branch
Ministry of Education
PO Box 9143 STN PROV GOVT
Victoria, B.C. V8W 9H1

Appendix 9: Survey Administration and Instruments

Using Surveys to Collect Evidence

Parent and student survey data, related to specific accreditation topics, is one of the sources of evidence required for accreditation. A series of five surveys, designed to be answered quickly and easily, have been developed to provide the required evidence for specific accreditation topics. These surveys are targeted at the following groups.

- Primary students (grades 1 - 3)
- Intermediate students (grades 4 - 7)
- Secondary students (grades 8 - 12)
- Parents of Elementary students (grades K - 7)
- Parents of secondary students (grades 8 - 12)

Confidentiality of Survey Responses

To obtain accurate responses, it is essential to maintain confidentiality. There are a number of strategies which may be used to maximize confidentiality. For example:

- The survey is administered by someone other than the regular classroom teacher(s). Ideally, a small team could be responsible for administration. The survey administration team could consist of volunteer parents who are well briefed by the school administrator. The surveys could also be administered by an outside consultant familiar with the administration of school-based surveys.

- Before completing the survey, the procedures used to preserve confidentiality are clearly outlined to respondents.

- The surveys are collected and sealed in front of the class, and delivered directly to a secure location.

- All completed surveys, within a respondent group, are randomly shuffled together, prior to data entry, to ensure individual classes are not distinguishable.

Administering Surveys to Parents

A high response rate is essential if accurate evidence is to be obtained. A brief, clear, cover letter emphasizing the importance of the responses and ensuring confidentiality may increase the response rate. Communications to parents about accreditation and the importance of input from parents (for example through newsletters, local newspapers) may also assist. Experience has shown that the parent response rate is increased when students take the parent surveys home and return them to the school when they are completed. Mailing surveys to parents is not recommended because it is likely to lead to a much lower response rate. It is expected that the Parent Advisory Council will play a major role in ensuring parent participation in the accreditation process. Working closely with the PAC is highly recommended.

Administering Surveys to Students

Scripts for administering the student questionnaires have been produced for each survey. To provide accurate results and support analysis of findings, particularly when considering trends and distributions, it is important to ensure all relevant instructions and background are consistently provided to students. Following the script is important.

The student surveys have been targeted at specific grade ranges: Grades 1 - 3 (Primary); Grades 4 - 7 (Intermediate); and Grades 8 - 12 (Secondary). At the discretion of the school, these grade ranges may be varied slightly to remove the need to administer two different survey instruments in one classroom, or the necessity of administering two different surveys in one school (for example, in middl schools).

Administering Surveys to Students in ESL and Immersion Programs

To ensure consistency in student responses to questions associated with Language Arts (e.g. reading, writing, speaking), it must be understood that they are expected to respond to these questions in relation to their ability to use English. It is advisable to review the questions prior to administering the survey, note which questions have the potential to be misunderstood and revise the script accordingly.

ACCREDITATION SURVEY

PARENTS (K-7)

_____ **School**

Your child s school is in the process of planning for the future by evaluating the quality of education it delivers. The Accreditation Program is designed to help schools to identify their strengths and weaknesses and develop a plan to improve the school. Your opinions are an important part of the accreditation process. When answering the questions below, please consider your experiences with the school during the current school year only, and in relation to the child whose name is on the envelope in which you received this survey. Your answers are confidential, so please do not put your name on the survey.

=> **My child is in Grade:** [ ]

My child is: (Please circle one) **Male** | **Female**

My child is: (Please circle one) **Aboriginal/ First Nations** | **Not Aboriginal/ First Nations**

Use the scale below for your answers to the survey questions. Please circle only one answer for each question. Please note, **DK** has been provided as an optional answer only for specific questions. Also, for some questions, **NA** has been provided as an optional answer. If the question does not apply to you or your child, please circle **NA**.

D	SD	N	SA	A	DK	NA
DISAGREE	SOMEWHAT DISAGREE	NEITHER AGREE NOR DISAGREE	SOMEWHAT AGREE	AGREE	DON T KNOW (NO INFORMATION)	NOT APPLICABLE TO ME/MY CHILD

To what extent do you agree or disagree with the following statements?

1.	My child can read well.	D	SD	N	SA	A	DK	
2.	My child can write well (e.g. grammar, sentence structure, content).	D	SD	N	SA	A	DK	
3.	My child can speak effectively.	D	SD	N	SA	A	DK	
4.	At school, my child is progressing well in learning to use a second language.	D	SD	N	SA	A	DK	NA
5.	At school, my child is progressing well in social studies.	D	SD	N	SA	A	DK	NA
6.	At school, my child is progressing well in science.	D	SD	N	SA	A	DK	NA
7.	At school, my child is progressing well in math.	D	SD	N	SA	A	DK	NA
8.	At school, my child is progressing well in P.E.	D	SD	N	SA	A	DK	NA
9.	At school, my child is progressing well in art.	D	SD	N	SA	A	DK	NA
10.	At school, my child is progressing well in music.	D	SD	N	SA	A	DK	NA
11.	At school, my child uses computers to find and retrieve information.	D	SD	N	SA	A	DK	
12.	At school, my child uses computers in a variety of subject areas.	D	SD	N	SA	A	DK	
13.	At school, my child is learning about personal health.	D	SD	N	SA	A	DK	
14.	At school, my child is learning about safety.	D	SD	N	SA	A	DK	
15.	At school, my child is learning about planning and setting goals for himself/herself.	D	SD	N	SA	A	DK	
16.	At school, my child is learning about a variety of careers and types of work.	D	SD	N	SA	A	DK	
17.	At school, my child can express himself/herself creatively in a variety of ways.	D	SD	N	SA	A	DK	

D	SD	N	SA	A	DK
DISAGREE	SOMEWHAT DISAGREE	NEITHER AGREE NOR DISAGREE	SOMEWHAT AGREE	AGREE	DON T KNOW (NO INFORMATION)

18.	At school, my child has opportunities to choose how he/she will learn something.	D	SD	N	SA	A	DK
19.	At school, my child has opportunities to choose how his/her school work will be graded/marked.	D	SD	N	SA	A	DK
20.	I feel that my child is safe at school.	D	SD	N	SA	A	
21.	My child knows how to find information needed for school work.	D	SD	N	SA	A	DK
22.	My child can analyze information to solve problems in a variety of subject areas.	D	SD	N	SA	A	DK
23.	My child has opportunities to learn on his/her own.	D	SD	N	SA	A	DK
24.	In various subjects, my child has opportunities to learn as part of smaller groups.	D	SD	N	SA	A	DK
25.	At school, my child feels good about himself/herself.	D	SD	N	SA	A	DK
26.	My child s school provides the counseling services he/she needs.	D	SD	N	SA	A	DK
27.	At school, my child is learning the importance of caring about other people.	D	SD	N	SA	A	DK
28.	At school, my child is learning the importance of respect for the environment.	D	SD	N	SA	A	DK
29.	At school, my child is learning the importance of respect for others.	D	SD	N	SA	A	DK
30.	My child s teachers treat with respect students of all cultures, races and religions.	D	SD	N	SA	A	DK
31.	My child s teachers treat boys and girls equally.	D	SD	N	SA	A	DK
32.	My child s teachers treat him/her with respect.	D	SD	N	SA	A	DK
33.	My child s teachers care about him/her as an individual.	D	SD	N	SA	A	DK
34.	At school, my child is encouraged to work at the speed at which he/she learns best.	D	SD	N	SA	A	DK
35.	My child s teachers find the best ways for him/her to learn.	D	SD	N	SA	A	DK
36.	The school is aware of how I feel about my child s schooling.	D	SD	N	SA	A	
37.	My child s report card gives me a clear picture of how well he/she is doing in school.	D	SD	N	SA	A	
38.	I know what my child s teachers take into account when determining my child s marks.	D	SD	N	SA	A	
39.	The school provides me with the information I need about services and programs at my child s school.	D	SD	N	SA	A	
40.	I feel welcome at my child s school.	D	SD	N	SA	A	
41.	My child s school encourages me to get involved in school planning activities.	D	SD	N	SA	A	
42.	The Parent Advisory Council has a role in school decision making at my child s school.	D	SD	N	SA	A	DK
43.	My child s school encourages me to participate in the Parent Advisory Council.	D	SD	N	SA	A	
44.	I am aware of the school s progress towards meeting goals and objectives for school improvement.	D	SD	N	SA	A	

THANK YOU FOR YOUR HELP! PLEASE RETURN THE SURVEY IN THE ENVELOPE PROVIDED.
If you wish to make additional comments, please attach a separate sheet of paper.

ACCREDITATION SURVEY

PARENTS (8-12)

_____ **School**

Your child s school is in the process of planning for the future by evaluating the quality of education it delivers. The Accreditation Program is designed to help schools to identify their strengths and weaknesses and develop a plan to improve the school. Your opinions are an important part of the accreditation process. When answering the questions below, please consider your experiences with the school during the current school year only, and in relation to the child whose name is on the envelope in which you received this survey. Your answers are confidential, so please do not put your name on the survey.

=> **My child is in Grade:** [ ]

My child is: (Please circle one) **Male** / **Female**

My child is: (Please circle one) **Aboriginal/ First Nations** / **Not Aboriginal/ First Nations**

Use the scale below for your answers to the survey questions. Please circle only one answer for each question. Please note, **DK** has been provided as an optional answer only for specific questions. Also, for some questions, **NA** has been provided as an optional answer. If the question does not apply to you or your child, please circle **NA**.

D	SD	N	SA	A	DK	NA
DISAGREE	SOMEWHAT DISAGREE	NEITHER AGREE NOR DISAGREE	SOMEWHAT AGREE	AGREE	DON T KNOW (NO INFORMATION)	NOT APPLICABLE TO ME/MY CHILD

To what extent do you agree or disagree with the following statements?

1.	My child can read well.	D	SD	N	SA	A	DK	
2.	My child can write well (e.g. grammar, sentence structure, content).	D	SD	N	SA	A	DK	
3.	My child can speak effectively.	D	SD	N	SA	A	DK	
4.	At school, my child is progressing well in learning to use a second language.	D	SD	N	SA	A	DK	NA
5.	At school, my child is progressing well in social studies.	D	SD	N	SA	A	DK	NA
6.	At school, my child is progressing well in science.	D	SD	N	SA	A	DK	NA
7.	At school, my child is progressing well in math.	D	SD	N	SA	A	DK	NA
8.	At school, my child is progressing well in P.E.	D	SD	N	SA	A	DK	NA
9.	At school, my child is progressing well in drama.	D	SD	N	SA	A	DK	NA
10.	At school, my child is progressing well in art.	D	SD	N	SA	A	DK	NA
11.	At school, my child is progressing well in music.	D	SD	N	SA	A	DK	NA
12.	At school, my child is progressing well in dance.	D	SD	N	SA	A	DK	NA
13.	At school, my child is progressing well in technology education.	D	SD	N	SA	A	DK	NA
14.	At school, my child is progressing well in business education.	D	SD	N	SA	A	DK	NA
15.	At school, my child is progressing well in home economics.	D	SD	N	SA	A	DK	NA
16.	At school, my child uses computers to find and retrieve information.	D	SD	N	SA	A	DK	
17.	At school, my child uses computers in a variety of subject areas.	D	SD	N	SA	A	DK	
18.	At school, my child is increasing his/her knowledge about personal health.	D	SD	N	SA	A	DK	
19.	At school, my child is increasing his/her knowledge about safety.	D	SD	N	SA	A	DK	
20.	At school, my child is getting better at planning and setting goals.	D	SD	N	SA	A	DK	

Continued next page

D	SD	N	SA	A	DK
DISAGREE	SOMEWHAT DISAGREE	NEITHER AGREE NOR DISAGREE	SOMEWHAT AGREE	AGREE (NO INFORMATION)	DON T KNOW

21.	At school, my child can express himself/herself creatively in a variety of ways.	D	SD	N	SA	A	DK
22.	At school, my child has opportunities to choose how he/she will learn something.	D	SD	N	SA	A	DK
23.	At school, my child has opportunities to choose how his/her school work will be graded/marked.	D	SD	N	SA	A	DK
24.	I feel that my child is safe at school.	D	SD	N	SA	A	
25.	My child knows how to find information needed for school work.	D	SD	N	SA	A	DK
26.	My child can analyze information to solve problems in a variety of subject areas.	D	SD	N	SA	A	DK
27.	In various subjects, my child has opportunities to learn as part of smaller groups.	D	SD	N	SA	A	DK
28.	At school, my child feels good about himself/herself.	D	SD	N	SA	A	DK
29.	My child s school provides the counseling services he/she needs.	D	SD	N	SA	A	DK
30.	My child s school reinforces the importance of caring about other people.	D	SD	N	SA	A	DK
31.	My child s school reinforces the importance of respect for the environment.	D	SD	N	SA	A	DK
32.	My child s school reinforces the importance of respect for others.	D	SD	N	SA	A	DK
33.	My child s teachers treat with respect students of all cultures, races and religions.	D	SD	N	SA	A	DK
34.	My child s teachers treat boys and girls equally.	D	SD	N	SA	A	DK
35.	My child s teachers treat him/her with respect.	D	SD	N	SA	A	DK
36.	My child s teachers care about him/her as an individual.	D	SD	N	SA	A	DK
37.	At school, my child is encouraged to work at the speed at which he/she learns best.	D	SD	N	SA	A	DK
38.	My child s teachers find the best ways for him/her to learn.	D	SD	N	SA	A	DK
39.	The school is aware of how I feel about my child s schooling.	D	SD	N	SA	A	
40.	My child s report card gives me a clear picture of how well he/she is doing in school.	D	SD	N	SA	A	
41.	I know what my child s teachers take into account when determining my child s marks.	D	SD	N	SA	A	
42.	The school provides me with the information I need about services and programs at my child s school.	D	SD	N	SA	A	
43.	I feel welcome at my child s school.	D	SD	N	SA	A	
44.	My child s school encourages me to get involved in school planning activities.	D	SD	N	SA	A	
45.	The Parent Advisory Council has a role in school decision making at my child s school.	D	SD	N	SA	A	DK
46.	My child s school encourages me to participate in the Parent Advisory Council.	D	SD	N	SA	A	
47.	I am aware of the school s progress towards meeting goals and objectives for school improvement.	D	SD	N	SA	A	
48.	At school, my child is being well prepared for further education or training after high school.	D	SD	N	SA	A	DK
49.	At school, my child is being well prepared to enter the workforce after high school.	D	SD	N	SA	A	DK

THANK YOU FOR YOUR HELP! PLEASE RETURN THE SURVEY IN THE ENVELOPE PROVIDED.
If you wish to make additional comments, please attach a separate sheet of paper.

Administering Surveys to Students in Kindergarten to Grade 3

Questions must be read aloud by an adult while the students follow along and provide their answers on the survey questionnaire. It is found that students have greater success circling their answers in the correct place when they use a ruler, as they go along, to uncover the next unanswered survey question. It is suggested that students use a pencil rather than a pen to circle their answers so that it will be easier to erase if a student wants to change his/her response.

Script for Students in Kindergarten to Grade 3

[Ensure students have a pencil and a ruler]

Accreditation is something that schools do every few years. One of the things that happens during accreditation is that students are asked to answer some questions about the school and about what they are learning. These questions are asked with a survey. Can anyone tell me what a survey is? A survey is a group of questions to find out what you think. It s like a test in that I want you to look only at your own paper, but it s NOT like a test in that there are no right or wrong answers. The best answer is how YOU feel.

It is really important that you think about the questions and give honest answers. I do not want you to put your name on the survey. It is important that nobody knows which one is yours.

[Distribute the surveys] Now I would like you to look at the survey.

Do you see the 1st box at the top of the page? I want you to print your Grade level [tell students Grade level to insert e.g., Grade: K, 1, 2, 3] in that box. Now, in the next box, circle that you are either a boy or a girl. Next, I want you to circle in the last box that you are either Aboriginal/First Nations or not Aboriginal/First Nations [use the term the students are most likely to understand].

We re going to go through the survey together, one question at a time - follow along with me while I read the survey questions out loud. After I have read the question, I want you to think about your answer and circle either *Yes, No,* or *Sometimes*. If you don t know the answer to the question, circle the question mark which means I don t know . Please circle only one answer for each question.

Let s go over the sample survey question so everyone understands how this works. [read the sample question I enjoy playing soccer.]

- If you like playing soccer, which answer would you circle? (*Yes*)
- If you don t like playing soccer, which answer would you circle? (*No*)
- And if you sometimes like to play soccer, but sometimes you don t, which answer would you circle? (*sometimes*)
- What if you have never played soccer? What would you circle then? (*?*). You d circle the question mark because you don t know if you like playing soccer because you have never tried it.

Does anyone have any questions? If you have a question as we go through this survey together, please put up your hand.

Let s start the survey now. Put your ruler on the page so survey question #1 is showing. [check that everyone is in the right place then read first question out loud]. Please circle your answer to #1. Now move your ruler down so survey question #2 is showing [check that everyone is in the right place then read next question out loud] etc.

ACCREDITATION SURVEY

STUDENTS (K-3)

School name:_____)

This is not a test. There are no right or wrong answers.

Please do not put your name on the survey.

=> **I am in Grade:** [ ]

I am a: (Please circle one) **Boy** | **Girl**

I am: (Please circle one) **Aboriginal/ First Nations** | **Not Aboriginal/ First Nations**

Sample question.

I enjoy playing soccer. **Yes** **Sometimes** **No** **?**

Please circle your answer for each question.

1.	I know how to read.	**Yes**	**Sometimes**	**No**	**?**
2.	I know how to write.	**Yes**	**Sometimes**	**No**	**?**
3.	I like social studies.	**Yes**	**Sometimes**	**No**	**?**
4.	I like science.	**Yes**	**Sometimes**	**No**	**?**
5.	I like math.	**Yes**	**Sometimes**	**No**	**?**
6.	I like P.E.	**Yes**	**Sometimes**	**No**	**?**
7.	I like art.	**Yes**	**Sometimes**	**No**	**?**
8.	I like music.	**Yes**	**Sometimes**	**No**	**?**
9.	I am learning to use computers at school.	**Yes**	**Sometimes**	**No**	**?**
10.	I am learning about good health.	**Yes**	**Sometimes**	**No**	**?**
11.	I am learning about safety.	**Yes**	**Sometimes**	**No**	**?**
12.	I am learning about jobs that people do.	**Yes**	**Sometimes**	**No**	**?**

13.	I feel safe at school.	Yes	Sometimes	No	?
14.	I can talk about what I know.	Yes	Sometimes	No	?
15.	I like to talk to people about my learning.	Yes	Sometimes	No	?
16.	I can find different ways to show my teacher what I know.	Yes	Sometimes	No	?
17.	I can solve school work problems by myself.	Yes	Sometimes	No	?
18.	At school, if I have a question in my school work, I know where to find the answer.	Yes	Sometimes	No	?
19.	At school, I work by myself.	Yes	Sometimes	No	?
20.	At school, I work in groups with other children.	Yes	Sometimes	No	?
21.	I feel good about myself when I'm at school.	Yes	Sometimes	No	?
22.	If I am sad or scared, I can get help at school.	Yes	Sometimes	No	?
23.	I care about other children.	Yes	Sometimes	No	?
24.	Other children care about me.	Yes	Sometimes	No	?
25.	My teacher cares about me.	Yes	Sometimes	No	?
26.	My teacher lets me choose how I will do my school work.	Yes	Sometimes	No	?
27.	My teacher lets me choose how my school work will be marked.	Yes	Sometimes	No	?
28.	My teacher lets me work at my own speed.	Yes	Sometimes	No	?
29.	My teacher helps me find the best way to learn.	Yes	Sometimes	No	?
30.	My teacher treats boys and girls the same.	Yes	Sometimes	No	?
31.	My teacher knows how I feel about school.	Yes	Sometimes	No	?
32.	I know how well I am doing at school.	Yes	Sometimes	No	?

THANK YOU FOR YOUR HELP!

Administering Surveys to Students in Grade 4 to Grade 7

Questions must be read aloud by an adult while the students follow along and provide their answers on the survey questionnaire. It is found that younger students have greater success circling their answers in the correct place when they use a ruler, as they go along, to uncover the next unanswered question. It is suggested that students use a pencil rather than a pen to circle their answers so that it will be easier to erase if a student wants to change his/her response.

Script for Students in Grades 4 - 7

[Ensure students have a pencil and a ruler]

Accreditation is something that schools do every few years. One of the things that happens during accreditation is that students are asked to answer some questions about the school and about what they are learning. These questions are asked with a survey. Can anyone tell me what a survey is? A survey is a group of questions to find out what you think. It s like a test in that I want you to look only at your own paper, but it s NOT like a test in that there are no right or wrong answers. The best answer is how YOU feel.

It is really important that you think about the questions and give honest answers. I do not want you to put your name on the survey. It is important that nobody knows which one is yours.

[Distribute surveys]. I would like you to look at the survey in front of you.

Please print the name of the school at the top of the page. Print your Grade level in the 1st box at the top of the page. Now, in the next box, circle either that you are a male, or a female. Next, I want you to circle in the 3rd box, either that you are Aboriginal/First Nations or not Aboriginal/First Nations [use the term the students are most likely to understand].

Now, let s go over the sample question. [read the sample question I enjoy playing soccer.]

Lets talk about the choices you have, its important that you know what they mean. Just below the sample question you ll see a box that shows you how to answer the survey questions. You ll see a D , SD , N , SA A and NA . Now I want you to read the words below these letters.

Lets look at the sample question again. [read the sample question again I enjoy playing soccer.]

- If you really like playing soccer, what would you circle? (*A - agree*)
- If you only sort of liked to play soccer, what would you circle? (*SA - sort of agree*)
- If you didn t much like playing soccer, what would you circle? (*SD - sort of disagree*)
- And if you really disliked playing soccer, what would you circle? (*D - for disagree*)
- What if you were not sure how you really felt about playing soccer - if you didn t like soccer but you didn t dislike it either - what would you circle? (*N - neither agree nor disagree*)

- For some of the questions you are also given another choice. Can anyone tell me what *not applicable* means? You should only circle NA when you are asked a question about a course that you are NOT taking this year. For example, if you are asked how well you are progressing in [suggest a course with low enrolment or one not offered in the school - e.g., woodwork] you would circle NA because you are not enrolled in that class.

Please think about this year only when you answer the questions, and circle only one answer for each question.

Do you have any questions?

Let s start the survey now. [read the first question out loud]. Please circle your answer to the question I have just read. [Read next questions out loud, etc. Review the scale as often as you feel is necessary] Remember you should circle....

- A if you *agree*
- SA if you *sort of agree*
- N if you *neither agree nor disagree*
- SD if you *sort of disagree*
- D when you *disagree*

ACCREDITATION SURVEY

STUDENTS (4-7)

_____ **School**

Accreditation helps schools to identify their strengths and weaknesses, and develop a plan to improve the school. Your opinions are an important part of the accreditation process. Please think about your own experiences with the school this year and answer the questions as honestly as possible.

Your answers are confidential, so please do not put your name on the survey.

=> **I am in Grade:** [ ]

I am: (Please circle one) **Male** / **Female**

I am: (Please circle one) **Aboriginal/ First Nations** / **Not Aboriginal/ First Nations**

Sample question.

I enjoy playing soccer. **D SD N SA A NA**

Use the scale below for your answers to the survey questions. Please circle only one answer for each question. Some questions have **NA** next to them and some do not. If the question does not apply to you, circle **NA**.

D	SD	N	SA	A	NA
DISAGREE	SORT OF DISAGREE	NEITHER AGREE NOR DISAGREE	SORT OF AGREE	AGREE	NOT APPLICABLE TO ME

To what extent do you agree or disagree with the following statements?

1.	I can read well.	**D**	**SD**	**N**	**SA**	**A**	
2.	I can write well (e.g., grammar, sentence structure, content).	**D**	**SD**	**N**	**SA**	**A**	
3.	I can speak effectively.	**D**	**SD**	**N**	**SA**	**A**	
4.	At school, I am progressing well in learning to use a second language.	**D**	**SD**	**N**	**SA**	**A**	**NA**
5.	At school, I am progressing well in social studies.	**D**	**SD**	**N**	**SA**	**A**	**NA**
6.	At school, I am progressing well in science.	**D**	**SD**	**N**	**SA**	**A**	**NA**
7.	At school, I am progressing well in math.	**D**	**SD**	**N**	**SA**	**A**	**NA**
8.	At school, I am progressing well in P.E.	**D**	**SD**	**N**	**SA**	**A**	**NA**
9.	At school, I am progressing well in art.	**D**	**SD**	**N**	**SA**	**A**	**NA**
10.	At school, I am progressing well in music.	**D**	**SD**	**N**	**SA**	**A**	**NA**
11.	At school, I use computers to write.	**D**	**SD**	**N**	**SA**	**A**	
12.	At school, I use computers to learn about math (do not include calculators).	**D**	**SD**	**N**	**SA**	**A**	**NA**
13.	At school, I use computers to learn about science.	**D**	**SD**	**N**	**SA**	**A**	**NA**
14.	At school, I use computers to learn about social studies.	**D**	**SD**	**N**	**SA**	**A**	**NA**
15.	At school, I use computers to find and retrieve information.	**D**	**SD**	**N**	**SA**	**A**	

Continued next page

D	SD	N	SA	A
DISAGREE	SORT OF DISAGREE	NEITHER AGREE NOR DISAGREE	SORT OF AGREE	AGREE

16.	At school, I am increasing my knowledge about personal health (e.g., Personal Planning).	D	SD	N	SA	A
17.	At school, I am increasing my knowledge about safety (e.g., Personal Planning).	D	SD	N	SA	A
18.	At school, I am getting better at setting goals for myself (e.g., Personal Planning).	D	SD	N	SA	A
19.	At school, I am getting better at organizing my time (e.g., Personal Planning).	D	SD	N	SA	A
20.	At school, I am increasing my knowledge about the kinds of work people do.	D	SD	N	SA	A
21.	At school, I can express myself creatively in a variety of ways.	D	SD	N	SA	A
22.	At school, I have opportunities to choose how I will learn something.	D	SD	N	SA	A
23.	I have opportunities to choose how my school work will be graded/marked.	D	SD	N	SA	A
24.	At school, I am encouraged to participate in leadership activities (such as classroom helper, library helper, athletics).	D	SD	N	SA	A
25.	I feel safe at school.	D	SD	N	SA	A
26.	People understand me when I explain something.	D	SD	N	SA	A
27.	I know how to find the information I need for my school work (e.g., in the library or on a computer).	D	SD	N	SA	A
28.	I can use information to solve problems in a variety of subject areas.	D	SD	N	SA	A
29.	In class, I have opportunities to work as part of smaller groups.	D	SD	N	SA	A
30.	I feel good about myself when I'm at school.	D	SD	N	SA	A
31.	My school provides the counseling services I need.	D	SD	N	SA	A
32.	I care about other people.	D	SD	N	SA	A
33.	I respect the environment.	D	SD	N	SA	A
34.	I respect people who are different from me.	D	SD	N	SA	A
35.	At school, other students treat with respect people who are different from them.	D	SD	N	SA	A
36.	My teachers treat with respect students of all cultures, races and religions.	D	SD	N	SA	A
37.	My teachers treat boys and girls equally.	D	SD	N	SA	A
38.	My teachers treat me with respect.	D	SD	N	SA	A
39.	My teachers care about me as an individual.	D	SD	N	SA	A
40.	At school, I am encouraged to work at the speed at which I learn best.	D	SD	N	SA	A
41.	My teachers help me find the best way to learn.	D	SD	N	SA	A
42.	My teachers know how I feel about school.	D	SD	N	SA	A
43.	My report card gives me a clear picture of how well I am doing in school.	D	SD	N	SA	A
44.	I know what my teachers take into account when they determine my marks.	D	SD	N	SA	A

THANK YOU FOR YOUR HELP!

Administering Surveys to Students in Grade 8 to Grade 12

It is usually not necessary to read the survey questions to students in these grades, and it may be left to the discretion of the survey administrator to determine if the questions need to be read aloud. However, going through the survey with the students is recommended. In this way, any queries can be addressed while the whole class is considering the same question. It is suggested that students use a pencil rather than a pen to circle their answers so that it will be easier to erase if a student wants to change his/her response.

Confidentiality of student responses is extremely important, and steps taken to ensure confidentiality must be clearly outlined to the students.

Script for Students in Grades 8 - 12

[Ensure students have a pencil]

Accreditation is something that schools do every few years. One of the things that happens during accreditation is that students are asked to answer some questions about the school and about what they are learning. These questions are asked with a survey. Answers to this survey provide important information about what students think about their school and what they re learning. So please think carefully about the questions and give honest answers.

Please do not put your name on the survey. Your responses to these questions are confidential. [outline the specific procedures your school has developed for maintaining confidentiality or continue with the following....] The information from these surveys will be entered directly into a computer. Your teachers and principal will not know who answered individual surveys.

Part of confidentiality is also respecting the privacy of the person beside you and keeping your eyes on your own paper.

[Distribute surveys]. Now I would like you to look at the survey in front of you.

Please print the name of the school at the top of the page. Print your Grade level in the 1st box at the top of the page. Now, in the next box, circle either that you are a male, or a female. Next, I want you to circle in the 3rd box, either that you are Aboriginal/First Nations or not Aboriginal/First Nations [use the term the students are most likely to understand].

Let s take a moment to talk about the choices you have. It s important that you know what they mean. Do you see the box that shows you how to answer the survey questions? In it you ll see a D , SD , N , SA A and NA . Now I want you to read the words below these letters.

For each survey question you should circle:

- D when you *disagree* with the survey statement
- SD if you *sort of disagree*
- N if you *neither agree nor disagree*
- SA if you *sort of agree*
- A if you *agree*

- You should circle NA or *not applicable* only when you are asked a question about a course that you are NOT taking this year. For example, if you are asked how well you are progressing in [suggest a course with low enrolment or one not offered in the school - e.g., woodwork] you would circle NA because you are not enrolled in that class.

Please think about this year only when you answer the questions, and circle only one answer for each question.

Do you have any questions? . Please start the survey now.

[Review scale with students after they have completed 2 or 3 questions] Remember you should circle....

- A if you *agree*
- SA if you *sort of agree,* and so on.

ACCREDITATION SURVEY

STUDENTS (8-12)

_____ **School**

Accreditation helps schools to identify their strengths and weaknesses and develop a plan to improve the school. Your opinions are an important part of the accreditation process. Please think about your own experiences with the school this year and answer the questions as honestly as possible.

Your answers are confidential, so please do not put your name on the survey.

=> **I am in Grade:** [ ]

I am: (Please circle one) **Male** / **Female**

I am: (Please circle one) **Aboriginal/ First Nations** / **Not Aboriginal/ First Nations**

Use the scale below for your answers to the survey questions. Please circle only one answer for each question. Some questions have **NA** next to them and some do not. If the question does not apply to you, circle **NA**.

D	SD	N	SA	A	NA
DISAGREE	SORT OF DISAGREE	NEITHER AGREE NOR DISAGREE	SORT OF AGREE	AGREE	NOT APPLICABLE TO ME

To what extent do you agree or disagree with the following statements?

1.	I can read well.	D	SD	N	SA	A	
2.	I can write well (e.g., grammar, sentence structure, content).	D	SD	N	SA	A	
3.	I can speak effectively.	D	SD	N	SA	A	
4.	At school, I am progressing well in learning to use a second language.	D	SD	N	SA	A	NA
5.	At school, I am progressing well in social studies.	D	SD	N	SA	A	NA
6.	At school, I am progressing well in science.	D	SD	N	SA	A	NA
7.	At school, I am progressing well in math.	D	SD	N	SA	A	NA
8.	At school, I am progressing well in P.E.	D	SD	N	SA	A	NA
9.	At school, I am progressing well in drama.	D	SD	N	SA	A	NA
10.	At school, I am progressing well in art.	D	SD	N	SA	A	NA
11.	At school, I am progressing well in music.	D	SD	N	SA	A	NA
12.	At school, I am progressing well in dance.	D	SD	N	SA	A	NA
13.	At school, I am progressing well in technology education.	D	SD	N	SA	A	NA
14.	At school, I am progressing well in business education.	D	SD	N	SA	A	NA
15.	At school, I am progressing well in home economics.	D	SD	N	SA	A	NA
16.	At school, I use computers to write.	D	SD	N	SA	A	
17.	At school, I use computers to learn about math (do not include calculators).	D	SD	N	SA	A	NA
18.	At school, I use computers to learn about science.	D	SD	N	SA	A	NA
19.	At school, I use computers to learn about social studies.	D	SD	N	SA	A	NA
20.	At school, I use computers to find and retrieve information.	D	SD	N	SA	A	

D	SD	N	SA	A
DISAGREE	SORT OF DISAGREE	NEITHER AGREE NOR DISAGREE	SORT OF AGREE	AGREE

21.	At school, I am increasing my knowledge about personal health (e.g., in CAPP).	D	SD	N	SA	A
22.	At school, I am increasing my knowledge about safety (e.g., in CAPP).	D	SD	N	SA	A
23.	At school, I am getting better at setting goals for myself (e.g., in CAPP).	D	SD	N	SA	A
24.	At school, I am getting better at organizing my time (e.g., in CAPP).	D	SD	N	SA	A
25.	At school, I can express myself creatively in a variety of ways.	D	SD	N	SA	A
26.	At school, I have opportunities to choose how I will learn something.	D	SD	N	SA	A
27.	I have opportunities to choose how my school work will be graded/marked.	D	SD	N	SA	A
28.	At school, I am encouraged to participate in leadership activities (such as classroom helper, library helper, student council, annual club, athletics).	D	SD	N	SA	A
29.	I feel safe at school.	D	SD	N	SA	A
30.	People understand me when I explain something.	D	SD	N	SA	A
31.	I know how to find the information I need for research projects.	D	SD	N	SA	A
32.	I can use information to solve problems in a variety of subject areas.	D	SD	N	SA	A
33.	In my classes, I have opportunities to work as part of smaller groups.	D	SD	N	SA	A
34.	I feel good about myself when I'm at school.	D	SD	N	SA	A
35.	My school provides the counseling services I need.	D	SD	N	SA	A
36.	I care about other people.	D	SD	N	SA	A
37.	I respect the environment.	D	SD	N	SA	A
38.	I respect people who are different from me.	D	SD	N	SA	A
39.	At school, other students treat with respect people who are different from them.	D	SD	N	SA	A
40.	My teachers treat with respect students of all cultures, races and religions.	D	SD	N	SA	A
41.	My teachers treat boys and girls equally.	D	SD	N	SA	A
42.	My teachers treat me with respect.	D	SD	N	SA	A
43.	My teachers care about me as an individual.	D	SD	N	SA	A
44.	At school, I am encouraged to work at the speed at which I learn best.	D	SD	N	SA	A
45.	My teachers help me find the best way to learn.	D	SD	N	SA	A
46.	My teachers know how I feel about school.	D	SD	N	SA	A
47.	My report card gives me a clear picture of how well I am doing in school.	D	SD	N	SA	A
48.	I know what my teachers take into account when they determine my marks.	D	SD	N	SA	A
49.	I m being well prepared for further education or training after high school.	D	SD	N	SA	A
50.	I m being well prepared to enter the workforce after high school.	D	SD	N	SA	A

THANK YOU FOR YOUR HELP!

Accreditation Topic Questions and Survey Items

Cross-reference Table

Topic Questions	Students K-3	Students 4-7	Students 8-12	Parents K-7	Parents 8-12
A1	18	27	31	21	25
A2	14, 15	3, 26	3, 30	3	3
A3	17	28	32	22	26
A4	16	21	25	17	21
A5	9	11, 12, 13, 14, 15	16, 17, 18, 19, 20	11, 12	16, 17
A6	21	30	34	25	28
A7	23, 24	32, 33, 34, 35	36, 37, 38, 39	27, 28, 29	30, 31, 32
A8	12	20	49, 50	16	48, 49
B1	1, 2	1, 2, 3	1, 2, 3	1, 2, 3	1, 2, 3
B2	N/A	4	4	4	4
B3	3	5	5	5	5
B4	4	6	6	6	6
B5	5	7	7	7	7
B6	6	8	8	8	8
B7	7, 8	9, 10	9, 10, 11, 12	9, 10	9, 10, 11, 12
B8	N/A	N/A	13, 14, 15	N/A	13, 14, 15
B9	10, 11	16, 17, 18, 19	21, 22, 23, 24	13, 14, 15	18, 19, 20
C1	25, 29, 30	31, 36, 37, 38, 39, 41	35, 40, 41, 42, 43, 45	26, 30, 31, 32, 33, 35, 39	29, 33, 34, 35, 36, 38, 42
D1	26, 27	22, 23	26, 27	18, 19	22, 23
D2	28, 29	40, 41	44, 45	34, 35	37, 38
D3	19, 20	29	33	23, 24	27
E1	32	43, 44	47, 48	37, 38	40, 41
E2	N/A	N/A	N/A	40, 41, 43, 44	43, 44, 46, 47
E3	31	42	46	36	39
E4	13, 22	25	29	20	24
E5	N/A	N/A	N/A	N/A	N/A
E6	N/A	24	28	42	45

Historical Cross-reference Tables have been provided to assist in presenting trends over time.

Accreditation Topic Questions and Survey Items
Cross-reference Table

Topic Questions (Related to 5 Key Questions)	Topic Questions (sequential)	Students K-3	Students 4-7	Students 8-12	Parents K-7	Parents 8-12
A1	**1**	18	27	31	21	25
A2	**2**	14, 15	3, 26	3, 30	3	3
A3	**3**	17	28	32	22	26
A4	**4**	16	21	25	17	21
A5	**5**	9	11, 12, 13, 14, 15	16, 17, 18, 19, 20	11, 12	16, 17
A6	**6**	21	30	34	25	28
A7	**7**	23, 24	32, 33, 34, 35	36, 37, 38, 39	27, 28, 29	30, 31, 32
A8	**8**	12	20	49, 50	16	48, 49
B1	**9**	1, 2	1, 2, 3	1, 2, 3	1, 2, 3	1, 2, 3
B2	**10**	N/A	4	4	4	4
B3	**11**	3	5	5	5	5
B4	**12**	4	6	6	6	6
B5	**13**	5	7	7	7	7
B6	**14**	6	8	8	8	8
B7	**15**	7, 8	9, 10	9, 10, 11, 12	9, 10	9, 10, 11, 12
B8	**16**	N/A	N/A	13, 14, 15	N/A	13, 14, 15
B9	**17**	10, 11	16, 17, 18, 19	21, 22, 23, 24	13, 14, 15	18, 19, 20
C1	**18**	25, 29, 30	31, 36, 37, 38, 39, 41	35, 40, 41, 42, 43, 45	26, 30, 31, 32, 33, 35, 39	29, 33, 34, 35, 36, 38, 42
D1	**19**	26, 27	22, 23	26, 27	18, 19	22, 23
D2	**20**	28, 29	40, 41	44, 45	34, 35	37, 38
D3	**21**	19, 20	29	33	23, 24	27
E1	**22**	32	43, 44	47, 48	37, 38	40, 41
E2	**23**	N/A	N/A	N/A	40, 41, 43, 44	43, 44, 46, 47
E3	**24**	31	42	46	36	39
E4	**25**	13, 22	25	29	20	24
E5	**26**	N/A	N/A	N/A	N/A	N/A
E6	**27**	N/A	24	28	42	45

27 Accreditation Topic Questions from 33

Topic Questions (27)	Previous Topic Questions (33)
1) To what extent are students able to access, evaluate and use information?	#1 (No change)
2) To what extent are students able to express themselves through writing, speech, and a variety of other forms of representing?	#2 (No change)
3) To what extent are students able to analyze critically, solve problems, and make decisions?	#3 (Simplification)
4) To what extent are students able to think and express themselves creatively?	#4 (No change)
5) To what extent are students developing knowledge, skills and attitudes related to information and computer technology?	#20 (No change)
6) To what extent are students developing a sense of confidence and personal initiative?	#9 (No change)
7) To what extent are students developing in terms of social responsibility?	#5,#10, #11 (amalgamated and condensed)
8) To what extent are students prepared for further education and/or employment?	#6,#7 (amalgamated and condensed)
9) How well are students progressing in relation to the Language Arts (English, Francais Langue) curriculum?	#12 (No change)
10) How well are students progressing in relation to the Second Language curriculum?	#12 (second language broken out)
11) How well are students progressing in relation to the Social Studies curriculum?	#13 (No change)
12) How well are students progressing in relation to the Science curriculum?	#14 (No change)
13) How well are students progressing in relation to the Mathematics curriculum?	#15 (No change)
14) How well are students progressing in relation to the Physical Education curriculum?	#16 (No change)
15) How well are students progressing in relation to the Fine Arts (drama, art, music and dance) curriculum?	#17 (No change)
16) How well are students progressing in relation to the Applied Skills (Technology Education, Business Education, and Home Economics) curriculum?[1]	#18 (No change)
17) How well are students progressing in relation to the Personal Planning/Career and Personal Planning curriculum?	#19 (No change)
18) To what extent does the school meet the needs of all students?	#26/27/28 (amalgamated, condensed and clarified)
19) To what extent does the school provide for students active participation in learning?	#21 (No change)
20) To what extent does the school provide for students learning in a variety of ways and different rates?	#22&23 (wording now reflects the principle as stated in K-12 plan)
21) To what extent does the school provide for students learning occurring both individually and co-operatively?	#24 (No change)
22) To what extent does the school provide for effective student evaluation and reporting?	#25 (simplified)

23) To what extent does the school ensure parents and community representatives are being involved as partners in planning and are regularly informed of the progress of school improvement?	#30 (No change)
24) To what extent does the school provide for regular monitoring of student, parent, and community satisfaction?	#29 (No change)
25) To what extent does the school provide for a safe learning environment for all students?	#26 (focuses on safety. Accessible aspect now part of question 20)
26) To what extent do staff work independently and collegially to examine and improve their practice?	#32 (No change)
27) To what extent does the school provide opportunities for staff, students and parents to exercise leadership?	#33 (No change)